

Annual Report
Carnegie Corporation of New York
1968



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The Corporation is primarily interested in education and in certain aspects of governmental affairs. Grants for specific programs are made to colleges and universities, professional associations, and other educational organizations.

Annual Report
for the fiscal year ended September 30
1968

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* Mr. Campbell retired as treasurer and was succeeded by Mr. Jacquette on November 1, 1968.

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**The
report of
the president**

Foundations at the service of the public

If there is an evident lesson to be learned from the turbulence of the times in which we live, it is that the nation has no higher requirement today than a flexible capacity for rapid change in its social institutions. So forceful is the impact of pervasive new technologies and of new, energetically-pressed expectations of the American people, especially segments of it formerly voiceless and powerless, that intransigence to change can nowadays turn revered, influential, and proud institutions into noisy battlegrounds, or leave them as decaying edifices where the main road used to run.

The kind of conservatism which regards organizational forms and procedures as ends in themselves rather than as no more than present means for accomplishment of the ever changing purposes of society is increasingly doomed. The dodo (*didus ineptus*), a bird with a large, heavy body and tiny wings, could not adapt to the coming of predatory man to its habitat in Mauritius and perished. Our institutions today need slim bodies and well-developed wings!

In the light of this national imperative, every agency which can serve the common good by facilitating the processes of institutional change toward a more just, healthier, better educated, and more universally prosperous national and world society has a very special value, and perhaps none more so than foundations. Indeed, many observers, while denying the foundation a role as *active leader* of the more militant movements of social change, would say that its chief value to society today lies in its capacity to anticipate the need

for institutional transformations and help bring these about by speedy deployment of its funds to critical points of leverage and potential breakthrough. In this view, foundations have a restricted ability to lead change but an unusual capacity to help it along. The two are not the same. The former may be more romantic, but the latter, perhaps, more realistic and productive!

The means available to foundations for facilitating change are varied. They include traditional activities such as the support of research and dissemination of its findings, the financing of experimental projects by established institutions, and the organization and financing of special studies and national commissions of enquiry. But they may also include the encouragement and support of aggressive new community organizations which have sprung up as the result of social dissatisfaction and which the comfortable stratum of American life would consider disturbing and perhaps even dangerous.

The types of social institutions affected may be as specific as a university, a nonprofit organization, or a government bureaucracy, or as broad as an entire profession or a great national program. While in some cases a foundation may find it necessary to take the initiative in establishing a wholly new enterprise, in most cases its effectiveness will depend on the availability within an existing institution of a nucleus of able individuals ready to bring about internal reforms. It is the foundation's role to seek out these men and women and give them the support they need.

The willingness to accept a continuous responsibility for the discernment and furthering of required social change provides an exceedingly tough standard against which foundations may be measured. No foundation, obviously, has the prescience or courage to meet this responsibility all of the time. A few try and do reasonably well at it, but most foundations make the effort seldom or not at all. Should they?

The obligations of freedom

Among the vast array of institutions, public and private, profit-making and nonprofit, which comprise the fabric of contemporary American society there is none which possesses greater freedom than the foundation. Unlike a business enterprise, it is not subject to the discipline of the market place nor, like public agencies, of the ballot box. It is not dependent on others for funds. It does not have to be responsive to the claims of a membership or of alumni, students, or faculty. It is not subject to periodic accreditation or licensing or obligatory compliance with a set of traditional professional standards. In short, it enjoys less constraint by the usual forms of accountability to society than does, perhaps, any other type of institution.

As a corollary to this freedom the grant-making foundation possesses uncommitted funds which can, within the limits specified in its charter, be directed by its trustees to whatever philanthropic purposes they think best.

These funds are in most cases remarkably free both of stated or implied obligations for their use. No particular cause, group, or institution has a “right” to them. No individual has a special claim on them.

It is these two associated characteristics of the foundation, its freedom and the generally uncommitted nature of its funds—not its size, not its prestige, and not its past reputation—which make it a unique agency in our national life and potentially one of such enormous value. No other has as great liberty, and consequently such an awesome responsibility, to diagnose the need for institutional reforms, however controversial these may be, and to help bring them about. The foundation can put itself above the special interests which restrict the vision of most organizations and the parochial concerns of the professions and consider only what is for the common good—tomorrow and on into the more distant future.

This is a noble vision which, if accepted, leads to the conclusion that a foundation does have a special obligation to try to use its particular strengths to help along those types of social change that will make for a better world. Conversely, a foundation would seem to have a special responsibility not to dispense its funds in such a way that they simply perpetuate sterile institutional forms and procedures left over from the past—comfortable and familiar though many of these are likely to be.

These objectives are, perhaps, obvious, but they are more difficult to achieve than they may seem to be. In some cases, foundations are fettered by overly restrictive charters. In others, the close control exercised by individual donors or corporations prevents them from taking full advantage of the unusual freedom given them by society. The capacity of these foundations to support social innovation is often severely circumscribed by the special interests of their sponsors. Foundations with these limitations serve many useful purposes. But the touchstone of the true foundation, some would say, in the form in which it can have its highest value to society, is absolute, unfettered independence protected by trustees and staff whose sole loyalty is toward the long-run public good.

The public stake in foundations

The foundation is, paradoxically, both private and public in its nature. It is private because it is incorporated as a private, nongovernmental institution, derives its assets from private donors, and is privately controlled by a donor-appointed or self-perpetuating board of trustees.

There is a common misunderstanding that the public character of the foundation, and hence the public stake in it, derives from its tax-exempt status. How frequently has one heard it said that foundations are really spending public money, and therefore should be subject to greater governmental control. Such a view, however, is based on fallacious reasoning and

reveals either surprising ignorance or a dangerous disavowal of one of the basic tenets of the American system.

Throughout our history we have believed in pluralism and have practiced it. We have recognized that the nation's public purposes are considerably more extensive in scope than its governmental purposes, and, through the aegis of the state, we have enabled a wide variety of private institutions, including foundations, to be chartered to accomplish certain *public*, though *nongovernmental*, purposes. We have also, through the aegis of the state, given tax exemption to these institutions to facilitate their work and have regarded this as being eminently in the public interest. Therefore, to attribute the public stake in the foundation to its tax-exempt status or to regard this status as a "privilege" is wholly erroneous. It is, in Professor Milton Katz's pithy phrase, "to mistake an effect for a cause."

The true origin of the public aspect of the foundation lies in the nature of its activity. It is public because it devotes its funds to purposes in which the total society has a vital interest, such as education, health, and welfare. Grants in these fields do without question affect the public, and hence the public has a legitimate stake in the foundations which make them.

But there is an even more important sense in which the foundation is public in character. It is public because the public cannot afford to regard with indifference how foundation funds are spent, so precious are they, as we have seen, in the vital process of social change, and so limited are they in amount. The \$1.3 billion spent by foundations in 1967 was, for example, less than 0.2 per cent of the Gross National Product, less than 9 per cent of total voluntary giving, and only 3 per cent of the federal government's expenditure for health, education, and welfare.

Foundation funds, in short, offer a case where a technically private asset is of such potential value to the nation that it must, perforce, be regarded as a public asset. The implications of this proposition are far reaching.

The dilemma posed by foundations

If, then, the larger society's stake in foundations rests, in its highest form, on the preciousness of their funds for the anticipation and easing of social change, one may well ask how society can be sure these funds are being used as effectively as they might be to that end.

This question probes to the heart of the special dilemma which foundations have always posed to the nation. On the one hand, their principal value derives directly from their unusual freedom. It is to be found in their ability to support controversial causes, to help establish tomorrow's orthodoxy by backing today's heresy, to be bold and of independent mind, even seemingly whimsical or arbitrary. The foundation, as we have seen, cannot in the best sense really be a foundation without freedom.

On the other hand, it is under the generous mantle of freedom with which society has clothed foundations that there can also lurk such anti-social characteristics as mismanagement, short-sighted judgment, complacency, and downright rascality. With regard to the last of these faults, investigations by the Internal Revenue Service have indicated that the foundation device is unquestionably in a few cases being misused for personal gain. The present rate of establishment of new foundations, nearly 2,000 a year, is in itself enough to make even the casual observer wonder whether foundations are in all instances serving genuinely philanthropic purposes.

It is also apparent that some foundations are ineptly managed. Their funds are not invested in such a way as to provide an adequate balance between annual income and growth of the corpus, their administration is slipshod, or they are unnecessarily secretive in their operations. These are faults which should be put right by their trustees, but sometimes are not. The newly instituted registration of foundations in the State of New York is turning up some uncomfortable evidence along these lines.

Lastly, there is complacency and short-sightedness to be found in some foundations, probably some in all of them. This is not surprising, as these natural human failings are present to some degree in all social institutions.

The dilemma faced by society has, then, always been how to hold foundations accountable without at the same time killing off the very thing that gives them their peculiar value—their freedom. How is their need for independence to be reconciled with society's need that they serve the public interest?

The limitations of governmental regulation

Committees of Congress have on several occasions, most notably in 1915, 1952, 1954, and currently, investigated foundations and considered the possible need for legislative measures to place them under greater restriction. The Treasury Department, following an intensive study of foundations in 1964, made a number of suggestions for possible legislative measures. From time to time there have been limited modifications of federal tax laws affecting foundations. But, fortunately, Congress has never yet been persuaded that it should pass legislation to bring foundations under substantive federal regulation.

At the state level there has in recent years been a gradual movement to register foundations, and 12 states now require this, including, as we have seen, New York, where about 25 per cent of all foundations are located. This appears on the whole to have been a constructive development, although registration can, and does, mean different things in different states and can only be effective if the attorney general or other appropriate state official is provided with adequate authority and sufficient well-trained staff for the job.

What the future may bring in the way of regulation no one can say, but thus far it has seemed to most concerned individuals, inside as well as outside

government, that the functions which public authorities, both at the federal and state levels, should perform in the regulation of foundations must be specific and limited. The accepted objectives of regulation include preventing use of the foundation device for personal gain or for control of a profit-making business, ensuring conformity to charters and deeds of trust, and enforcing regularity in the handling of funds.

If regulation were to extend much beyond these types of controls into the realm of attempting to ensure that all foundations are *effective* in their operations, a number of serious problems would quickly become apparent. In the first place, such regulation would presume that a legislative body had been able to agree on a clear definition of what constitutes foundation effectiveness—obviously a dubious possibility, as each legislator would have a different notion of this based on a particular cause or institution in which he happened to be interested.

Secondly, it would represent a dangerous attack on the basic American belief in pluralism, of trusting private institutions to carry out public purposes with a minimum of interference. True, this attack would, on the face of it, be directed at only one part of the private sector. But, philosophically, on what grounds could regulation of the effectiveness of foundations be justified if other types of private, nonprofit institutions were not similarly subjected to regulation? Furthermore, would not regulation of foundations in effect also constitute a form of regulation of the potential recipients of foundation funds?

Thirdly, it might cause a drying up of private donations to foundations for unrestricted, general purposes, thereby not only throwing a greater burden on government agencies and the public purse but also inhibiting the establishment of new foundations of a type with the greatest potential usefulness.

Lastly, and most importantly, it would destroy the independent character and spirit of foundations, wherein, as we have seen, lies their highest value to society.

And so it would seem that of the four anti-social characteristics exhibited here and there in the foundation field, government has a legitimate role to play only in controlling out-and-out rascality and some aspects of mismanagement. It cannot legislate against myopia and sloth in foundations any more than it can root these shortcomings out of government itself! And even less can government regulate foundations in such a way that the highest test of their effectiveness—their ability to facilitate social change—will be more fully met. This is a responsibility which foundations themselves alone can assume.

Difficulties in self-regulation

The danger which foundations have faced in recent years, and perhaps never more so than today, is that public loss of confidence in them, occasioned by

limited, but continuing and well-publicized disclosures of abuses, will become great enough to precipitate Congress into a hasty and clumsy piece of legislation. The suggestion has, for example, been made by Congressman Patman of restricting the life of *all* foundations to 25 years—a remedy tantamount to using a jack hammer to crack a walnut.

It is evident, therefore, that the foundations which are carrying out genuine philanthropic purposes, which are well managed, and are making a strong effort to serve the public interest, must take energetic steps themselves to put the foundation house in better order. They have no grounds for thinking that because they have escaped restriction in the past they will necessarily continue to do so in the future. A field which has grown from less than 200 members 40 years ago to 20,000 today and has an *annual increment* of 2,000 will, of course, come under ever closer scrutiny by public authorities. And the concern of these officials, once aroused, may not stop at regulation which simply prevents wrongdoing or the grosser forms of mismanagement, however inappropriate more extensive government regulation may be.

But for the “good” foundations to take publicly convincing measures to put the foundation house in order is no easy matter and has always proved baffling to those who have contemplated it. The reasons for this are not at all difficult to find.

First, there is the enormous variety of size, purpose, governance, and style of operation among the large and growing number of foundations. No two are exactly alike and most are widely different from each other. Nearly all foundations, some rather strongly, still reflect the strengths, interests—and idiosyncrasies—of their founders and in many cases have an attachment to the founder’s domain which makes for a kind of aloofness not only to the public but even to other foundations. The task of building a sense of common identity or community—of common participation in a select activity—which might serve as the basis for collective responsibility and self-imposed standards of conduct, is well-nigh impossible among such a large and heterogeneous group.

The second reason is somewhat akin to the first. Because of their origins, many foundations have a strong orientation toward the realm of personal or corporate private charity. They are essentially simply a useful institutionalization of the giving which a wealthy man or a corporation might otherwise do directly, without the benefit of an intermediary mechanism. Other foundations, however, especially those in being for some length of time, are oriented entirely toward the public and consider themselves to be semi-public institutions, or in transition toward that status. There is, therefore, a basic dichotomy in the field which tends to work against the development of the kind of unifying élan that might provide a basis for the acceptance of a common set of standards. The gulf between these differing orientations is broad and deep.

Lastly, there is a long tradition, not unlike that found in some other fields, which makes it a breach of good manners for one foundation to criticize another. It is a little like telling a member of your club that he could use a good bath and clean shirt. It just isn't done! An unwritten code such as this can be a powerful deterrent.

External forms of foundation accountability

In the popular mind, the term accountability usually has the restricted meaning of answerability for fiscal regularity in the handling of funds over which one has stewardship. In government it has come to have a wider meaning which includes fiscal regularity but also connotes answerability for adherence to budgetary prescriptions and for efficiency in administration. In the professions, for example medicine or law, accountability implies conformity to certain customary and statutory standards, basically of an ethical nature. Accountability can be of a well-defined, direct, or immediate sort, as to a superior within an administrative hierarchy, or it can be indirect, undefined, or even quite vague—something one simply feels as a consequence of his own professional, moral, or ethical standards. Finally, it can apply either to individuals or collectively to organizations. In all cases it implies the obligation to be prepared to give reasons for and explanations of one's conduct to the public.

There are already in existence several forms of public accountability by foundations, some of which are outside foundation control and some of which are within their control. Among the former the most important is the federal requirement that foundations, in consideration of their tax exemption, file a report annually with the Internal Revenue Service. This report, known as Form 990-A, includes information on income, disbursements, administrative expenses, assets and liabilities, as well as other pertinent matters such as whether any funds have been used to influence legislation or participate in a political campaign. Information in this form, with one exception, is made available to the public. The annual submission of Form 990-A to the federal government is important but is, of course, restricted in the purpose it can serve to the relevant provisions of the Internal Revenue Code. With state regulation, which has been discussed above, it constitutes the only form of governmentally imposed public accountability by foundations and is strictly limited in nature.

A second external form of public accountability by foundations is press comment. Theoretically, this could be a powerful instrument for calling foundations to the bar of an informed public opinion. In fact, the press has generally not shown itself to be well informed or sophisticated in its treatment of foundations. Major exceptions can, of course, be found here and there among writers for certain newspapers, news magazines, and journals of opinion. Blame must also be placed on the foundations themselves. Some have

actively, even brusquely, discouraged press interest and others have refrained from trying to interest the press in their activities because of an old-fashioned and virtuous, but perhaps optimistic, belief that good works should be done in secret and will in time provide their own advertisement.

Internal forms of accountability

Among internal forms of accountability, there is the type provided by organizations which the foundation field has itself created, chiefly the Foundation Library Center and the Council on Foundations. The former, though having other functions, is essentially what its name implies, a library. The latter is a membership organization open to any grant-making foundation. Both are supported by foundation contributions. Through their meetings, counseling services, research, and publications, these two organizations help to raise standards in the field.

The Council, which has a broad membership of all types of foundations—general purpose, community, family and corporate, both American and Canadian—serves as a general forum for the exchange of views among foundation officers and trustees. The Library Center, by means of the current *Foundation Directory* which it prepares, its collection of annual reports and other reference materials, and its willingness to answer enquiries, provides the public with a readily available source of information about foundations. With headquarters in New York City and a branch in Washington, D.C., it maintains depositories in seven locations in other parts of the country.

But neither of these organizations, valuable as they are, is in a position to criticize foundations directly and specifically by name. Their suggestions and exhortations have to be broad and general in nature, and experience shows that the foundations which could profit most from such criticism are least likely to listen to it.

A second internal form of accountability, tenuous and subtle in nature but nonetheless real, is that imposed on foundations by the concern which their staffs are likely to have for their own professional reputations. These concerns are of two quite different kinds: a desire for distinction as a foundation practitioner, wise, skilled, and fair-minded in discerning the public interest, and for professional recognition within a discipline. Of the two the former is probably the more important to the public. The latter, if it assumes too great importance to a foundation officer, can even be antithetical to the public interest because it may diminish the officer's capacity to recognize the general good and to give this precedence over the special, and sometimes selfish, interests of a particular discipline or profession. This form of accountability is, of course, limited by the failure of many foundations to employ any professional staff at all, a shortcoming which many informed people regard as one of the principal liabilities of the foundation field.

A third and extremely important internal medium for public accountability is provided by foundation boards of trustees, whose principal duty as directors of a philanthropic agency is to serve the public interest and have a sense of obligation for accountability to the public. But, paradoxically, the trustees are also there to carry on the donor's interests, and, as time goes by and conditions change, these may well begin to fall a good deal short of what independent observers would then consider to be of greatest benefit to the public. Nonetheless, the trustees, out of loyalty to the donor, or a sense of obligation to him or his family, may be reluctant to change with the times.

Andrew Carnegie foresaw this difficulty when in his letter of gift establishing Carnegie Corporation he said:

Conditions upon the earth inevitably change; hence, no wise man will bind trustees forever to certain paths, causes or institutions. I disclaim any intention of doing so. On the contrary, I give my trustees full authority to change policy or causes hitherto aided, from time to time, when this, in their opinion, has become necessary or desirable. They shall best conform to my wishes by using their own judgment.

There is also the problem of board composition. If trustees have a responsibility to serve the public interest, should they then be so selected as to be representative of the public? Foundations have been equivocal on this question. Some have denied the need for representativeness and have taken the view that trustees can best serve the general interest precisely by not being representative of special interests. Others have taken tentative steps to provide broader representation in their boards but have not admitted the principle in full. It remains an area of confusion and is one that will probably become increasingly troublesome.

Taking the field at large, one would have to question whether there is to be found today in most foundation boards an adequate variety of trustee experience with current problems of the society. A study of board membership would probably reveal that trustees are largely drawn from the same social class, the same age group, the same professions, the same educational background, the same sex, and the same race.

A final internal form of public accountability is provided by the annual reports which some foundations publish voluntarily. These reports usually include a list of trustees and senior staff, a description of the foundation's program interests, a list of its donations for the past year including the purpose, recipient, and amount of each grant, and a complete financial statement including a breakdown of administrative expenses. Unfortunately, although the issuing of such a report is a basic canon of good foundation practice, most foundations still fail to comply with it. Of the 249 foundations with assets of over \$10 million, less than a third have ever issued a report and fewer than a quarter do so regularly each year. Various excuses for not publishing reports

have been advanced by foundations over the years, none of them convincing. The record has improved slightly with time but is still reprehensible.

Potentially, there is no more important form of accountability than these published reports, especially were they to include some explanation of how the foundation sees its particular program of grants serving the public interest and specifically the public interest as it relates to social change. This, of course, amounts to asking foundations to expose themselves to the full glare of public scrutiny and possibly of public censure or ridicule as well as approbation. But it is not too much for society to expect, and perhaps even require, in return for the unusual freedom which it gives to foundations.

An independent appraisal

Various suggestions have been made in recent months as to how the foundation field could provide itself with a continuing means of independent, non-governmental appraisal. These proposals clearly reflect a growing feeling that present forms of public accountability are inadequate to the times and a fear of increased governmental regulation. None of the designs for an appraisal mechanism has been able to answer two hard questions: How can it be adequately financed and yet be—and be seen to be—sufficiently independent of the foundations to win public confidence? And how can sharp enough teeth be put into its work to bring about real reforms in the field?

The need for public accountability by foundations presents a complex set of problems to which there is probably no single solution and certainly no easy one. More likely the answer will lie in a variety of steps.

Perhaps, for example, the foundations, large and small, which see themselves as semi-public institutions oriented principally toward the public, should find new ways of coming into closer association with one another to further their common belief in the necessity for public accountability. In so doing they might begin to refer to themselves as the “independent foundations,” signifying their difference from other types of foundations and giving themselves a separate identity in the eyes of the public.

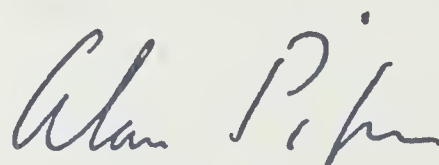
Perhaps the functions of the Council on Foundations and Foundation Library Center should be considerably expanded and in the process each organization provided with a set of sharp incisors. For example, the Council might develop a code of good foundation practice as a basis for membership in it and the Library Center might make its studies and publications more pointedly critical of certain foundation practices.

Perhaps all foundations over a certain minimal size should be required by law to publish a comprehensive annual report for distribution to the public.

Perhaps the foundation field itself should set up an independent commission to review the present state of the field and make recommendations as to how foundations might more effectively serve the public interest. The pur-

pose of such an enquiry would not be inquisitorial, although the commission should not shrink from calling attention to wrongdoing where found, but a constructive effort to help foundations attain the highest degree of social value of which they are capable.

These and other ideas should be given serious consideration by all who value foundations. For otherwise that great social invention which has done so much for American life and, indeed, for mankind over the past half century may find itself first fettered and then destroyed by a society which has lost faith in it. It has happened to social institutions before.

A handwritten signature in dark ink, reading "Alan Piper". The signature is fluid and cursive, with the first name "Alan" and the last name "Piper" clearly distinguishable.

President

A foundation facilitates change

If, as is suggested in the foregoing introductory essay, one valid test of a foundation's effectiveness is its sensitivity and response to the need for institutional change, a foundation's record quite properly can be assessed in that light—and no less Carnegie Corporation's.

The Corporation has for many years set itself the goal of attempting to facilitate needed changes in its fields of concern. On the following pages are discussed a few selected grants that reflect major program areas and that illustrate support for various types of institutional change. A complete listing of the 97 grants made during last year can be found on pages 26-45.

Independent schools as models

Almost everyone acknowledges the need to change and to improve the public school systems of our large cities. Size, bureaucratic rigidity, and accretion have, in countless cases, caused them to appear almost helpless in meeting the needs of their students. In particular, the public schools have failed to engage black, Spanish-speaking, and other minority group children, so that a large percentage of them simply drop out of the system.

During the past year, Carnegie Corporation helped to support two new independent high schools established to prove that these dropouts are, in fact, highly educable and, by demonstrating better ways of motivating and teaching students, to induce the public schools to make some fundamental changes in their own organization, methods, and curricula.

Harlem Preparatory School, established in 1967 by the New York Urban League, is housed in a former supermarket, and has a current enrollment of about 180 students. It is a college preparatory school, and consciously builds confidence in its students that they can and should go on to higher learning. To date, it has graduated 35 students, all of whom have been accepted for college entrance at institutions which include Vassar College, the University of California at Berkeley, Wesleyan University, Fordham University, the City University of New York, and the State University of New York.

The Harlem Prep faculty, which reflects a wide diversity of backgrounds and teaching experiences, offers the usual range of college preparatory subjects, though often in a variety of improvised ways to suit the needs of the current students. Black pride and esprit de corps are encouraged, and courses on African history, education, and linguistics are popular.

A second experimental school for dropouts supported by Carnegie Corporation last year is CAM Academy in Chicago, established in February of 1967 by the Christian Action Ministry representing eight Protestant and Catholic churches. Located in an underprivileged West Side neighborhood, CAM Academy is not exclusively college-oriented; it takes the community's public school rejects and tries to work with them on an individual basis, whatever their educational needs may be. It offers a certificate for the completion of work through the tenth grade (accompanied by guidance about jobs and job-training); a high school equivalency certificate; or a college preparatory certificate. It has developed its own programmed materials, to be published after further testing, which have been used to advantage in this setting. At the June graduation banquet for its first class of 30 students, a marked improvement in the test scores of its student body was announced; the average of pupils' reading scores had gone up four grade levels, while their average math scores had jumped seven grade levels.

Both Harlem Preparatory School and CAM Academy have clearly enjoyed initial success. They hope that, by example, they can point the way to necessary changes in the public school system.

Urban problems and the private sector

During the past year, and partly as a result of the riots which convulsed our greatest cities, many leading citizens began to understand that the nation's urban problems will never be solved without the active participation of all parts of the private sector. A new national organization was formed in response to this realization: the Urban Coalition, an alliance essentially of business, labor, government, church, civil rights, and community leadership. John W. Gardner, formerly president of Carnegie Corporation and currently a consultant to it, is chairman of this organization at the national

level. The Coalition is encouraging the establishment of similar alliances in major cities throughout the country.

The Corporation and the Rockefeller Brothers Fund contributed funds in early 1968 to start the organization in New York City. The New York Urban Coalition, which now includes about 150 individuals representative of leading business firms, banks, labor unions, educational institutions, foundations, and civil rights and community organizations in the city, is accomplishing its work through five task forces. Alan Pifer, president of the Corporation, is co-chairman of the task force on education and has been devoting a substantial portion of his time in recent months to this work.

While it is too early to form a definitive judgment on the success of this new venture, it is clear both at the national level and in New York City that the Urban Coalition has served to open up critically important new channels of direct communication between groups which heretofore hardly knew each other. It has also launched a number of constructive projects in economic development, housing, manpower training, education, and communications. Most importantly it has enlisted the interest and active involvement of influential private groups which had previously regarded the deterioration of our great cities as largely a problem for public authorities.

Law and social change

Community Law Offices (CLO) is an example of a project which, though small in both size and total funding, has a potential for influencing one of our most important institutions—the legal profession. The program has received support from several foundations including Carnegie Corporation.

Set up in a storefront office in East Harlem and manned by over 50 young lawyers from some of the major law firms in New York City, CLO is committed to assisting the residents of a local community to claim their legal rights in a wide range of concerns, including landlord-tenant relations, consumer frauds, domestic relations, and welfare complaints. This special project under the auspices of the Legal Aid Society is a vehicle which will allow the participating law firms—all of which are contributing billable hours of their younger associates' time—to become involved in the problems of the poor and perhaps to define more precisely their own interest and responsibility for ameliorating them. Certainly CLO is a direct reflection of the interest of the young lawyers from these firms who want to use their training to help meet the legal needs of the poor in urban slums and who consider such experience an important part of their professional careers.

The work carried on by CLO could also serve to demonstrate to East Harlem residents that the legal system can be *their* instrument for social change—rather than solely a weapon to be used against them. To this end, the project has an advisory board which includes representatives of the

community and which is intended to determine priorities in dealing with the community's legal problems.

Training new kinds of medical practitioners

Many knowledgeable persons feel that the single most serious problem in medicine today relates to the shortage of trained medical manpower. And it has become increasingly clear that simply multiplying the number of students in medical schools will not provide a satisfactory or timely solution. One answer is to work out a new division of labor which would reserve the time of the physician for the duties that only he, with his many years of training, can perform.

The University of Colorado Medical Center received support from Carnegie Corporation to plan a training program for an entirely new kind of pediatric associate, a person who would be qualified to handle a considerable amount of both diagnostic and therapeutic care in that field.

Encouraged by recent successes with the training and employment of pediatric nurses for well-baby care to take over certain duties heretofore performed only by an attending doctor, the planners at the Medical Center are confident that other functions can be isolated and carried out by persons with more training than this special nurse but less than a pediatrician. It has been estimated that eventually this new child-health professional could be qualified to provide children with more than 90 per cent of all service now given by pediatricians.

There are many problems connected with the introduction of a new, non-physician type of practitioner in medicine: acceptance by doctors, licensing, and liabilities of the supervising physician, for example. Each problem will have to be worked through individually. In this case, the State Board of Medical Examiners of Colorado has agreed to license the graduates of the pediatric associate program as soon as enabling legislation is passed by the state legislature.

Testing medical competency

How much intelligence and judgment a physician displays in the treatment of his patients is much more important than mere textbook knowledge. An appropriate evaluation of the level of a doctor's practical skill has, however, always proved hard to devise. Under a grant made this year by Carnegie Corporation, the Research Advisory Committee of the National Board of Medical Examiners will attempt to define the various ingredients of clinical competency at both the student and residency levels and will then prepare tests which objectively evaluate such competence. The results of this study will affect the National Board's own examinations, taken annually by almost 25,000 medical students and interns in order to

receive the Board's certification. The examinations will also have an effect on the testing procedures of the various specialty boards and state licensing boards, which often look to the National Board for guidance. This, in turn, can be expected to have a direct influence on the medical schools—through, for example, the courses they give and the way they give them.

Public television

A year ago, on November 7, President Johnson signed the Public Broadcasting Act of 1967. In essence, it translated into law the major recommendations of the Carnegie Commission on Educational Television (*Public Television: A Program for Action*; Harper & Row and Bantam Books, Inc., 1967). At the bill signing ceremony at the White House, the foundation's president pledged one million dollars on behalf of Carnegie Corporation to the newly authorized Corporation for Public Broadcasting "in recognition of our faith in the public-private partnership envisaged" in its creation.

The new Corporation for Public Broadcasting, a federally chartered, non-profit, and nongovernmental agency, was designed to disburse both private and public funds in such a way as to improve both the variety and quality of noncommercial television and radio. It is empowered to make grants to local television and radio stations, to program production centers, and to regional networks for program development. There are six areas in which the Corporation for Public Broadcasting will work in order to accomplish its objectives: local station support, programming, interconnection and networking, recruitment and training, research and development, and public awareness of public broadcasting.

The Corporation for Public Broadcasting is an example of the creation of a totally new institution designed to meet important public needs not adequately being taken care of, either by commercial television or by the existing system of educational television.

During the course of 1968, the President appointed a distinguished group of public figures to its board of directors. After this board had met several times and formulated its initial plans, Carnegie Corporation formally granted to it the one million dollars which had been previously pledged. In transferring this money the Corporation expressed the hope that it would be used wherever possible for experimental programming.

Television for tots

According to a Nielsen index, children under six years of age watch television on an average of 30 hours a week! Contemplation of that statistic is especially sobering when the program fare that is offered to children is considered.

Violence, noise, and hard-sell are the main features of most current program choices and, in themselves, demonstrate the clear need for improved

juvenile television. Yet there is a positive reason to experiment with new ways to use this media on behalf of children: experts are producing more and more evidence that youngsters benefit in very concrete ways from early intellectual stimulation.

Last year, Carnegie Corporation joined forces with the Ford Foundation and the U.S. Office of Education (acting as a coordinator for several governmental agencies) to establish and provide the initial funding for a Children's Television Workshop. The Workshop will produce a new television program for children from three to five years of age which entertains as well as stimulates the educational and cultural growth of its young viewers. It will make a special effort to reach and teach disadvantaged children. Starting in the fall of 1969 and running for a minimum of 26 weeks, the one-hour show will appear nationally in color daily on noncommercial and a few commercial stations. A full year of pre-broadcast preparation will bring together television professionals and child-development specialists to design and execute a program that will have enough appeal to compete with current commercial favorites and, at the same time, can accomplish its educational objectives. Examples of likely educational content would include providing a basic familiarity with letters and numbers, and time and space concepts. The programs will assist the youngsters to develop abilities in simple logic and reasoning and will introduce classification and ordering skills.

Commercial television networks have expressed a desire to improve and expand their children's programming and the Workshop hopes that its series will influence and accelerate this trend.

Moreover, the Workshop will tell us if this medium can be used successfully to teach preschoolers. Since there is not enough money available to put these youngsters in school (kindergarten for five-year-olds is still far from universal and adding four-year-olds to the school system would cost an estimated \$2.75 billion annually, not including construction costs or teacher training), an affirmative answer would open up exciting possibilities for reaching this group on a mass basis.

Education ever earlier

During the recent past, Carnegie Corporation has supported projects which experiment with and evaluate different methods of preschool education and which train teachers to use them. The purpose of these grants has been to determine whether all children can be helped, by starting their schooling early enough, to attain their full intellectual and social potential. The Corporation has been particularly interested in discovering if early schooling can help children who are disadvantaged—whether by accident of poverty, race, or geography—to avoid or overcome the educational handicaps usually resulting from their environments.

The Ypsilanti (Michigan) Public School system, with aid from Carnegie Corporation, is conducting a pilot project which involves infants, three to twelve months old. In an attempt to teach mothers to recognize and support the learning activities of their small offspring, specially trained teachers employed by the public schools are being sent into homes of 32 disadvantaged families of the community for about an hour each week. During the visit, the teacher “plays” with the child and, as she goes along, explains to the mother the purposes of these activities as well as the techniques being used.

Specifically, the teachers point out the importance of encouraging the child to learn to talk by talking to him, the need to provide the child with activities and toys (homemade ones will do) in order for him to have an outlet for his curiosity and instinctive need to learn, and the desirability of using discipline in a positive and not a repressive way.

When a mother arrives at a new comprehension of the needs of her child and discovers new ways of dealing with him, her revised attitudes will to some degree affect the whole family. In the past, changed patterns in child-rearing have had import for both the organization and the curricula of schools and would be likely to do so in the future.

Shaping the junior colleges

It has been estimated that by the year 1975 there will be approximately 1,200 junior colleges serving a minimum of three million students. Approximately 130,000 to 150,000 full- and part-time teachers will be required to man them.

Not only does the junior college loom large in numbers, but it is important because of the hope it holds out, through geographical accessibility and relatively low costs, for so many young Americans—and especially for those from poor and minority group backgrounds.

One of several grants made by the Corporation during the past year designed to assist the junior college meet the true needs of its students was to the Southern Regional Education Board. The Board, over a three-year period, will try to discover the factors that have discouraged many of the black students in the South from attending existing integrated public junior colleges and to identify the programs—curricular, guidance, and remedial—which would be attractive and useful to the students. Further, the Board will develop practical recommendations for incorporating these features into existing and planned junior college systems. Pilot programs will be established, representing a variety of state and local situations, to demonstrate how the recommendations can be turned into effective practice.

Another aspect of the junior college predicament which continues to be troublesome is the “woefully inadequate” state of guidance and counseling services. Since T.R. McConnell handed down this verdict three years ago in a Carnegie Corporation-financed study of guidance programs in junior col-

leges, the situation has become further aggravated by the startling growth in the number of colleges and students. During the past year the Corporation turned to an organization which advocated an entirely new approach to this problem. The Educational Testing Service was given a five-year grant to develop a model guidance system employing computers. Under this plan, the student's interaction with the computer will assist him in the process as well as the content of career decision making; the program will stress personal values as well as up-to-date career information and prediction.

Applying technology to local governments

Local governments in the United States are admittedly overwhelmed by a variety of problems: lack of adequate financial resources, difficulty of recruiting able personnel, and mounting complexity of issues to deal with, to name a few. Does the serious plight of local governments make it inevitable that their functions, which are closest to the people and which are capable of reflecting the needs of our pluralistic society, will be swallowed up by the more remote state and federal governments? Or can new ways be found of assisting local administrations to carry out their responsibilities? Successful pilot projects in this area could well affect the nature of this overburdened institution and consequently of higher levels of government.

During the past year, Carnegie Corporation made a grant to the San Gabriel Valley Municipal Data System, originally a group of twelve municipalities in the Los Angeles environs which had banded together for the purpose of installing and sharing a central computer facility. The cooperating towns can use this time-sharing installation, which none could afford separately, on an individual basis and almost simultaneously for their own routine needs such as water billing, payrolls, budgeting; in addition, they can use the facility for joint projects which cut across boundaries such as highway planning and health needs. With experience, and by building into the computer sufficient pertinent basic data, long-range planning questions of a more complex and sophisticated nature can be answered. For example, areas of potential economic and social deterioration could be anticipated well before the fact by the advance gathering and processing of relevant information such as population shifts, real estate tax, and the average income of resident families. Appropriate action could be taken when the first signs of decline are detected by the computer, and degeneration averted.

It seems inevitable that technology will influence the institution of local government. Both its functions, and therefore its form, are likely to be affected. Experiments such as this one should point out ways of increasing the efficiency of municipalities with regard to specific tasks. They should also indicate ways that local governments can be made capable of dealing with more complex, long-range problems. Regional cooperation, initially required

by the high costs of financing computer systems, in itself undoubtedly will have a bearing on the manner in which localities perceive and conduct their business.

Commonwealth program: institutional development abroad

About one dollar of every fourteen the Corporation spends is earmarked for educational grants in the Commonwealth. This derives from a specific gift which Andrew Carnegie added to the funds he had originally provided for "the advancement and diffusion of knowledge" in the United States. His later establishment of a trust in the United Kingdom had the effect of removing the British Isles from the Corporation's purview. Thus, the Corporation is limited both financially and geographically in what it can do abroad.

These limitations have been regarded as more of a challenge than a disability. They have made education in overseas Commonwealth countries a field of special concern to the Corporation and required its officers to be alert to ways in which a number of relatively small allocations combined with a few major grants at strategic points might significantly advance local or national efforts.

Before the mid-nineteen fifties, grants had been made rather widely in both the independent countries and the dependent territories of the Commonwealth (except in the Indian subcontinent where, for reasons initially of legality and then of policy, the Corporation has never operated). In 1954, however, a new program was undertaken in cooperation with agencies in the United Kingdom designed to strengthen the newly created university colleges of Africa, the West Indies, and Southeast Asia, particularly in their response to local needs. While support of selected projects in Canada continued, grants to institutions in Australia, New Zealand, and South Africa gave way to the new focus of attention. At the end of the decade (1959) the officers and trustees decided that development in the emerging countries of Africa offered the greatest immediate challenge and that the bulk of funds available for the Commonwealth program should be devoted to higher education and teacher training in that area. To provide more funds and staff time for this further concentration of effort, the Canadian program too was brought to a close. Only the long-standing individual travel grant program remained operative on a Commonwealth-wide basis; a discussion of the current status of this program will be found on pages 46-47.

Education and teacher training in Africa . . .

The Corporation's program in African education and teacher training, which has been a prime activity in terms of institutional assistance over the past five years, seeks opportunities to strengthen the capacity of the African uni-

versities to respond in effective and imaginative ways to the complex and growing demands of national educational systems. It is concerned less with their traditional work of producing graduate teachers for secondary schools than with their outreach to all the schools and training colleges, through research and teaching relevant to every level of education. Therefore, the projects supported by the Corporation have usually involved institutes of education (or schools and departments with equivalent functions) which link university resources with those of the ministries and with the schools, training institutions, and teachers' organizations.

The African universities have been accused of indifference to the basic needs of education in their countries. They are now, however, finding ways of relating themselves to the bloodstreams of educational development and of exercising sound leadership in raising the quality of teaching. The Corporation's grants in Africa, whatever the immediate purpose, have all had the common goal of assisting this effort.

A major grant went this year to University College, Nairobi, toward establishment of an education center. The relatively new department of education at the College has been tooling up not only to handle rapidly expanding numbers of undergraduate and graduate students headed for secondary school teaching but also to fulfill growing responsibilities relating to secondary school and secondary teacher-training curricula, to in-service training at various levels, and to basic research on educational problems. Anxious to play its full role in the solution of Kenya's educational problems, the department has been developing a working partnership with the other two key educational agencies in the country, the Ministry of Education and the independently governed Kenya Institute of Education to which the Ministry has given responsibility for all teacher education. The Institute encompasses a Curriculum Development Research Center.

This partnership is now being strengthened by the building on the campus of the College of a common facility to be known as the Kenya Education Center. This Center will not only provide space for administrative and teaching functions of the department and the Institute, but will also include a central education library, a production unit for teaching aids, a social center for visiting teachers, and accommodation for special projects such as the Corporation-supported Child Development Research Unit. As a focal point for national activities in this field, the Center promises to become, in the words of the principal of the College, a "powerhouse" of education.

The other major grant in Africa went to the University of Ife in the Western State of Nigeria in support of certain activities of its newly created Institute of Education. Of the approximately 4,000 headmasters of primary schools in the Western State, fewer than 5 per cent have had any training specifically related to this job. Concerned about the relationship of this

statistic to the standard of primary education, the Institute as a matter of urgency plans to provide special training in administration and supervision for a substantial number of the headmasters over the next three years. The Institute also expects to give refresher courses to tutors of the teacher-training colleges in basic primary subjects.

In order to provide a core staff for these ventures, the director has proposed employing on a contract basis a number of highly experienced officials of the local Ministry of Education who, under existing regulations, would shortly be retiring at the age of 55. These are men who have headed primary, secondary or teacher-training institutes at various stages of their careers and have been involved in pre-service and in-service training at the ministerial level for more than 20 years. The Carnegie Corporation grant will support this imaginative move and also assist the Institute in establishing a curriculum development, research and training unit dealing with preschool as well as primary education.

... and in the Caribbean

Readers of last year's report will have noted a few grants in the Caribbean area. This year the University of Guyana received a grant for support of a Center for Educational Development. This will have a familiar ring, for the needs of developing countries are not dissimilar. In Guyana barely 28 per cent of the primary school teachers have had any kind of teacher training, and only a third of secondary school teachers are university graduates. Curricula are outmoded and up-to-date teaching materials are almost non-existent. The government has given its young University a major share of responsibility for the improvement of teacher education. The University in turn is anxious to play its full part.

The Corporation has provided funds to enable the University to strengthen the resources of its small education faculty by the appointment of six specialists over the next three years to deal with problems of language teaching, mathematics, primary and secondary curriculum, the design and evaluation of research projects, and the development of new teaching materials. These additions to staff will hopefully enable the University of Guyana to make a significantly greater contribution to the creation of a modern educational system in that country.

List of grants

During the year ended September 30, 1968, the trustees appropriated \$12,-125,077. This figure includes \$707,139 for the program in the Commonwealth. The Corporation made 36 grants to schools, colleges, and universities, and 50 to other organizations. In addition, 11 appropriations were made for travel grant programs and other projects administered by the officers.

Each of the Corporation grants made during the year under review is listed and described briefly on the following pages. To facilitate reference to these grants, they are grouped according to broad program areas. Asterisks (*) have been used to designate those projects which are administered by the officers.

Opportunity and rights

New York Urban League \$300,000

Harlem Preparatory School is the final educational stage in the New York Urban League's program, which begins with street academies, to recruit dropouts back into school and to prepare them for a professional career. Since its establishment in October of 1967, Harlem Prep has graduated 35 students, all of whom have gone on to colleges and universities.

Christian Action Ministry Academy \$80,000

CAM Academy in Chicago seeks to prepare high school dropouts for college or a vocational career. It has devised and tested new methods and teaching materials which are remarkably successful with its students and potentially useful in public schools.

Metropolitan Council for Educational Opportunity (METCO) \$115,000

Bussing may not be a permanent solution to the problem of extending the benefits of education, but the METCO program, which transports Negro children from Boston's Roxbury section to schools in suburban systems, has won an enthusiastic response from both the sending and the receiving communities. This year the Corporation made a second grant in support of the central administration of METCO.

Queens College \$14,200

The I. S. 201 demonstration district is one of three districts in New York City experimenting with community control of the schools through elected governing boards. The Corporation made a grant, administered by the Institute of Community Studies at Queens College, to help the I.S. 201 Board meet its administrative costs.

Board of Education of the City of New York \$15,000

The Board of Education was assigned by the State Legislature to develop a plan for decentralization of the New York City school system. With funds from Carnegie Corporation and other foundations, the Board has been enabled to secure legal and other technical assistance needed for this task.



Youth Opportunities Foundation \$100,000

Mexican Americans comprise the second largest minority in the United States, yet in California, where they make up about 11 per cent of the population, they represent only 0.5 per cent of the enrollment in state colleges and universities. In 1961, the Youth Opportunities Foundation was organized by a group of successful Mexican Americans to confront this

problem by counseling, placing, and securing funds for Mexican American students. The Corporation's grant, together with funds raised from local organizations and industries, will provide administrative support and scholarships.

New York College Bound Corporation \$100,000

The College Bound Corporation was developed to identify, encourage, and help underachieving students in poor economic circumstances who have the ability to go to college and to locate support for them. Forty colleges, 24 city high schools, and some 3,000 high school students were involved in last year's program, and the Corporation renewed its grant for a two-year period for the central administration of this effort.



New York University \$150,000

The civil rights movement has dramatized the need for Negro lawyers, who now comprise only slightly more than 1 per cent of the total number of lawyers in the United States. One barrier to increasing the number of Negroes in law schools is that the entrance standards are extremely high, while many black applicants have received an inferior preparation which does not allow them to compete successfully. Carnegie Corporation's three-year grant to New York University will enable the School of Law to increase the number of high risk students admitted and to experiment with and evaluate both its selection procedures and its special guidance and academic programs.

University of California, Berkeley \$258,000

A large proportion of welfare recipients are Negroes, Spanish-speaking peoples, and American Indians, yet few members of these minority groups are practicing professional social workers. The University of California School of Social Welfare has already demonstrated its ability to attract and hold students from minority groups. The Corporation grant will enable the School to increase the number of these students and to explore ways of making the program more relevant to their needs.

Columbia University School of Social Work \$34,000

Six individuals with demonstrated leadership abilities and a strong commitment to change economic and social conditions in Harlem and similar communities have been selected to participate in a Corporation-supported two-year pilot program at Columbia's School of Social Work. Through courses, seminars, work in political offices, and on-the-job training with community groups, they are acquiring the knowledge and techniques necessary for effective action.

D. S. W. Incorporated**\$25,000**

The professional or intellectual who happens also to be black is often caught between his ability to “make it” on his own and the demands of both his conscience and his community to use his influence as a Negro to improve the future for all black Americans. An informal group called Black Analysis, Inc., was organized by about 20 Negroes who have achieved academic or professional distinction and who recognize their common dilemma. This grant enabled them to meet throughout the summer months to seek a definition of their role vis-à-vis the black and white communities, to begin a series of analyses of the problems in and between those communities, and to develop specific proposals for future action.

Public Executive Development and Research Corporation (PEDR) \$29,050

This grant represents a second approach to the role questions faced by black people with professional or managerial training. PEDR is a nonprofit consulting firm composed of social scientists experienced in group techniques of leadership training. Its seminars include an analysis of the participants’ own goals, and training which will enable them to be effective in urban action. In collaboration with a distinguished advisory committee, PEDR undertook a pilot seminar for a selected group of 20 Negro leaders.

**New York Urban Coalition Inc.****\$50,000**

In cities across the country, the national Urban Coalition (headed by former Carnegie Corporation president John W. Gardner) has counterpart groups which are committed to bringing the talents and resources of the private sector to bear on problems of the cities. The New York Urban Coalition was established in early 1968 with grants from two New York-based foundations, the Rockefeller Brothers Fund and Carnegie Corporation, and now includes about 150 leaders drawn from business, labor, and other groups and from the black and Puerto Rican communities.

For cooperation with the New York Urban Coalition Inc.***\$50,000**

The numerous problems of this city have prompted the New York Urban Coalition to appoint five special task forces to work in the fields of education, housing, economic development in the slums, manpower training, and communications. The Corporation made an appropriation to facilitate the work of the education task force.

Aspira, Inc.**\$15,000**

Aspira, founded and run by Puerto Rican leaders, encourages Puerto Rican high school students in New York City to complete high school and to

achieve a higher education. In May, with a Corporation grant, Aspira held a conference for educators, government officials, and Puerto Rican leaders from many parts of the United States to draw attention to the educational and social problems that children from this minority group face within mainland public school systems and to suggest solutions where possible.

Aspira, Inc.

\$20,500

As a result of the May conference mentioned above, Aspira received numerous requests from Puerto Rican leaders in other cities for help in organizing similar groups in their communities. Puerto Rican populations are growing in metropolitan areas such as Boston, Newark, Chicago, and Philadelphia even more rapidly than in New York City, and with this Corporation grant, Aspira will give organizational assistance needed to establish "branches" elsewhere.

National Association

for the Advancement of Colored People (NAACP)

\$200,000

Quality education and integration, long concerns of the NAACP, have become critical issues in cities and towns across the country. As a result, the NAACP has been deluged with requests for advice and assistance, which its limited staff could not fill. This year the Corporation provided funds for an assistant director of education to operate from the national office and for three regional officers, well-versed in school problems, to work with local leadership on local problems.



For research and writing on legal aspects of poverty*

\$25,000

Out of the civil rights movement, which emphasized to the nation the frequent link between race and want, has evolved a jurisprudence of poverty. Jack Greenberg, director-counsel of the NAACP Legal Defense and Educational Fund, Inc., has been deeply involved in this development from the start and is now doing research for a book which will treat a broad range of issues in this relatively new field of law, including the rights of the poor in criminal cases, the jurisprudence of demonstrations, the legal and administrative regulations of welfare, and the rights of tenants in public housing.

Legal Aid Society

\$70,000

Over 50 young lawyers whose services are contributed by leading law firms in New York City are involved in a special project, the Community Law Offices in East Harlem, under the auspices of the Legal Aid Society. With administrative support from the Corporation and other foundations, this

group is tackling a variety of poverty concerns with the dual goal of providing direct legal assistance for the poor and long-range education of the community about its rights and the avenues of recourse available to it.



National Committee Against Discrimination in Housing (NCDH) \$75,000

In working toward solutions to urban and poverty problems, many studies have been made of housing, transportation, employment, and education, but none has given adequate treatment to the complex interrelationships among the four areas. The NCDH, with the Regional Plan Association, is attempting to rectify this situation by planning, with Corporation support, a comprehensive study of the extent to which housing discrimination—and inadequate transportation—is preventing workers from following the movement of jobs from core cities to the suburbs.

Harvard University

\$38,000

The “Coleman Report” resulted from the mandate of the Civil Rights Act of 1964 to assess the extent to which children from minority groups are denied equal access to education in this country. It is a vast and complex document with potentially far-reaching implications. This year the Corporation made a second grant to facilitate interpretation of the Coleman data by scholars at Harvard and the publication of the results in book form.

Medical education and health services

Duke University

\$200,000

Duke University Medical Center is developing a program in community health that extends its activities beyond the training of physicians. With partial support from the Corporation, the Department of Community Health Sciences under Dr. Harvey Estes is working with hospitals and practicing physicians, initially in the Durham (North Carolina) area, to help them provide high quality care to large numbers of people. First steps include establishing a central screening clinic, setting up a computerized information system on patients, training physicians’ aides, and giving young physicians broad experience in clinics.

University of Colorado Medical Center

\$59,400

Practicing physicians spend a large amount of time on tasks that can be performed by people with less extensive training. Dr. Henry K. Silver, a pediatrician at the University of Colorado Medical Center, is using this Corporation grant to plan the education of a new kind of pediatric associate who, working under the direction of a pediatrician, will be able to examine and immunize well children and treat normal childhood diseases.

Denver Health Research Foundation, Inc. \$140,000

Denver is setting up a city-wide system of health care which will include small neighborhood clinics, a series of larger ambulatory care centers, and several public and private hospitals. With Corporation assistance, the Department of Health and Hospitals is studying how the huge volume of patient records and operational information can be coordinated, beginning with an analysis of the needs of each component in the program.

System Development Corporation \$70,000

As new models are developed for providing effective health care, ways will have to be found for measuring its quality. Anne B. Summerfield and the project staff are using Carnegie Corporation funds to work with the staffs at three neighborhood health centers to determine the specific goals of the centers in the provision of quality care, and the criteria for measuring their performance in meeting these goals.

National Board of Medical Examiners \$200,000

A doctor's competence in treating patients rather than the knowledge he has gained from textbook learning should be the major criterion for evaluating his abilities, but appropriate measures of this competence have not yet been integrated into examinations of medical students and resident physicians. The Corporation is supporting a project of the National Board of Medical Examiners which will define clinical competence at these levels and prepare tests to evaluate it.

Case Western Reserve University \$259,000

The Division of Research in Medical Education at the Medical School of Case Western Reserve University is developing new teaching materials that could eventually shorten the time to train doctors as well as improve the quality of the student physician's education. For the most part, the materials are self-teaching, allowing students to progress at their own rates, and a problem-solving approach is employed. This grant is being used primarily for the preparation and evaluation of programmed courses, or parts of courses, many of which include film and other audiovisual aids.

Neighborhood Medical Care Demonstration (New York City) \$149,750

One of the goals of comprehensive health centers is to make health services relevant to the needs of the population being served. The Neighborhood Medical Care Demonstration, a health center in the South Bronx, in cooperation with the community, is organizing a study of where residents now go for care, their perception of health and disease, the role of folk medicine, and the kinds of care the community wants.

North East Neighborhood Association (New York City) \$15,000

A small planning grant from Carnegie Corporation has assisted this community group on the lower east side of Manhattan to organize a comprehensive health center for the area. To insure that the center will be responsive to community needs and priorities, a board composed of area residents is contracting with a group of physicians to staff the center and with hospitals to provide medical backup. Major funding for the center is being provided by the U.S. Public Health Service.

Television

Corporation for Public Broadcasting \$1,000,000

On November 7, 1967, President Johnson signed the Public Broadcasting Act which translated into law the major recommendations of the Carnegie Commission on Educational Television. At that time, Carnegie Corporation pledged \$1 million for its support. After the Corporation for Public Broadcasting was formed, the foundation formally appropriated this sum of money to it with the suggestion that the new Corporation use as much of it as possible for experimental programming.

National Citizens Committee for Broadcasting \$150,000

With initial funding from six foundations, including Carnegie Corporation, the Citizens Committee was established soon after the publication of the report of the Carnegie Commission on Educational Television to rally support for noncommercial television and to pave the way for the proposed Corporation for Public Broadcasting. This year's grant will provide further support for the Citizens Committee.

Eastern Educational Network \$250,000

Local educational television stations have a number of untapped resources and can, with some funding and considerable cooperation, improve the quality and variety of their programming. In January, the Corporation made a grant to Eastern Educational Network, an association of 30 educational stations that have joined forces through a system of interconnection, to share special programs and experiment with instantaneous coverage of political and cultural events as they occur in various parts of the system.

Education Development Center \$15,000

Education Development Center, in response to a number of requests immediately following the death of Martin Luther King, Jr., put together a television series on race relations which was shown in schools across the country during the last week in May. The package included documentary film clips from ten years' coverage by television networks, manuals for teachers, sug-

gested classroom activities, and homework assignments. Carnegie Corporation contributed a small grant to this project, for which major support came from the Ford Foundation.

Early childhood education

Children's Television Workshop \$1,000,000

Preschool children watch 30 hours of television a week on the national average, and some actually learn to count, recognize letters and words, and speak whole, grammatical sentences from the commercials and programs. With the Ford Foundation and the U.S. Office of Education, the Corporation has launched an effort to produce programs which can compete with cartoons and fast-paced shows popular with children and which at the same time will consciously capitalize on the unique teaching qualities of the television set. Extensive research, testing, and evaluation will precede the daily, hour-long color program which will start on national television in the fall of 1969.

Ypsilanti Public Schools (Michigan) \$138,563

It is widely accepted that the most important influence in a child's early life is his home environment and that the negative effects of poverty can impair a child's intellectual growth by the time he is three years old. For this reason, the Ypsilanti Public Schools, under David Weikart, are conducting an experiment concerning infants, 3 to 12 months of age. Public school teachers with special training are going into homes of the poor to assist mothers in understanding the early learning needs of their offspring and to teach them various methods of supporting their child's intellectual development.

Cincinnati Montessori Society \$29,000

One of the distinctive approaches to early childhood learning is the Montessori method, yet none of the federally supported Follow Through programs for kindergarten and elementary classes uses this method. This grant enabled the Cincinnati Public Schools, in cooperation with the Cincinnati Montessori Society, to start a three-year program for children who have attended Montessori Head Start classes to compare the results with those of classes given conventional early schooling.

Learning To Learn School, Inc. \$51,690

Herbert Sprigle conceived the Learning To Learn School in Jacksonville, Florida, as a "process-oriented" introduction to learning for children. With Corporation and Head Start support he has already met with success in teaching five-year-olds and is now experimenting with a Follow Through program for them and a curriculum for four-year-olds.

University of Illinois \$72,000

There is a great demand by schools for teachers trained in the methods developed by Carl Bereiter and Siegfried Engelmann to teach preschool-aged children, particularly those with underprivileged backgrounds, the basic skills of reading, mathematics, and use of the English language. In order to help meet this teacher crisis, the Corporation's renewed grant will allow further training of teacher-trainers and curriculum development.

Anti-Defamation League of B'nai B'rith \$15,000

The Anti-Defamation League also received a Corporation grant to help meet the need for teachers trained in the Bereiter-Engelmann methods. Building on its extensive film-making experience, the League is preparing three training films on the teaching of arithmetic, language, and reading.

University of North Carolina \$37,360

Several countries have had long and varied experience in the preschool care and education of young children, but very little systematic information about foreign programs is available. This planning grant was made to enable three outstanding researchers to determine the sources of available data and the most appropriate way to proceed with an international study.

Higher education

The Carnegie Foundation for the Advancement of Teaching \$1,160,000

In January 1967, The Carnegie Foundation for the Advancement of Teaching set up the Commission on the Future of Higher Education, with Clark Kerr as its chairman and executive director. The Corporation provided \$1 million to the Foundation for the Commission's operations during the first 18 months; the grant reported here is for the year beginning July 1, 1968. Over a five-year period, the Commission will make a comprehensive study of the functions of higher education, the demand for it, the resources available to support it, and the ways in which these resources could best be utilized.

For a study of the universities' role in educating educators* \$25,000

Many diverse groups are involved in the education of our people. Foremost, of course, are professional teachers and educators; but, in addition, journalists, television producers, authors, lawyers, and others are actively involved in the education of young and old alike. Charles Silberman, editor on leave from *Fortune* magazine, has been examining the ways colleges and universities have traditionally trained educators and how these institutions can better discharge their future responsibilities for training all varieties of educators. This supplementary appropriation will enable Mr. Silberman to complete the writing of his book.

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American Association of Junior Colleges \$100,000

Currently, the nation's approximately 850 junior colleges employ about 75,000 teachers; within 10 years, there will probably be a need for another 75,000 junior college faculty who will be recruited from a wide variety of schools, industries, trades, and professions. With funds from this Corporation grant, the American Association of Junior Colleges can respond to requests from colleges and universities for help in anticipating and meeting their future faculty requirements.

Modern Language Association of America \$58,700

The English department is usually the largest and most diverse department at any junior college. The Modern Language Association, in cooperation with the American Association of Junior Colleges and the National Council of Teachers of English, is conducting a study of English curricula at junior colleges and of the kind of graduate training given to English teachers. The resulting recommendations could well have significance for improving teaching not only in the field of English but in other fields as well.

Educational Testing Service \$372,000

A major study of junior colleges, made under a Corporation grant in 1963, disclosed that the overall ratio of students to counselors in these institutions was 1,200 to one. Since that time the rapid increase in student enrollment and the paucity of trained counselors have only emphasized the inadequacy of present counseling methods to cope with growing demands. This year the Corporation made a grant to Educational Testing Service to develop a model computer-based guidance system that would assist both students and overburdened counselors.

Southern Regional Education Board \$250,000

Because of the importance of increasing educational opportunities for the Negro, Carnegie Corporation made a three-year grant to the Southern Regional Education Board to determine why integrated junior colleges in the South are not attracting more Negroes and to identify the programs that will meet the needs of this group. Not only will recommendations be drawn up, but a few colleges will be helped to demonstrate and test new course material and guidance procedures.



San Francisco State College \$50,000

During the past five years, student organizations at San Francisco State College have initiated several programs to effect change within the College and to respond to requests for assistance from the community. The pro-

grams grew so spontaneously and rapidly that a need to coordinate their activities and finances arose. The Corporation provided a grant to be used to establish a Center for Educational Innovation, comprised of students, faculty, and administration working together to fill this need.

University of Pennsylvania \$15,000

Students, faculty, administration, and members of local communities are joining in a study of communications at the University of Pennsylvania in Philadelphia. They expect within a year to present recommendations for establishing or improving relations among various groups on campus and between the university community and its urban neighbors.

University of Michigan \$46,075

In an effort to make undergraduate life a little less impersonal, several forms of residential colleges have been tried at various institutions. This grant provides partial support for an evaluation by Theodore Newcomb, professor of psychology at the University of Michigan, of the effects, if any, of decentralization of college life on students' attitudes and education.

Hampshire College \$277,000

Hampshire College, a coeducational institution scheduled to open its doors in 1970, plans to emphasize both cognitive and affective learning. Because extensive and innovative preparation is needed to create an environment that will be equally supportive of the social, emotional, and intellectual growth of the student, the Corporation made a grant to assist the College in its student life program through the opening year.

Princeton University \$15,000

This spring the Corporation made a grant to Princeton to insure the completion and publication of a study, then underway at the University, of the pros and cons of coeducation. The well-researched report has broad implications for other institutions that are considering the possibility of becoming coeducational.



Cornell University \$319,000

Recognizing that many disciplines can contribute to the study of education, Cornell University has established a University Center for Research in Education which will bring the diverse resources and talents of the entire University to bear on educational research. A grant from Carnegie Corporation will partially support this "all-university" approach to education for the Center's first two-and-a-half years.

- Dartmouth College** \$51,500
 Dartmouth College is undertaking, with Corporation support, a program utilizing the computer as a new tool to improve teaching and research in the social sciences. Basic social science data will be stored in the College's highly developed computer system, and students and faculty in economics, history, government, and sociology, taking advantage of the computer's time-sharing facilities, will be able to make experiments and work out problems much as a physical or biological scientist does in his laboratory.
- University of California, Santa Cruz** \$100,000
 In connection with its small program in the visual arts in education, Carnegie Corporation made a grant to the University of California at Santa Cruz for development of an undergraduate art curriculum for non-arts majors. Santa Cruz, which is patterned on the cluster college system, will have guest lecturers as well as visiting artists on the campus during the academic year to help design and try out appropriate programs.
- Tufts University** \$15,000
 Jackson College, the undergraduate women's college of Tufts University, is planning a family life and continuing education center, including programs in continuing education for mature women, a model daycare nursery school, and a family life program for undergraduate students.
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- Cornell University** \$258,000
 The Corporation gave renewed three-year support for Cornell's program in research and teaching on China and Southeast Asia. A collaborative effort with the University of London, the program includes arrangements for the American participants to study in England as well as in Southeast Asia.
- Education and World Affairs** \$130,000
 The Universities Service Center in Hong Kong, created in 1964 by a Corporation grant to Education and World Affairs, facilitates scholarly research concerning mainland China. The Corporation has been joined by other foundations in support of this service.
- Education and World Affairs** \$100,000
 To provide first-hand experience abroad for faculty members of colleges and universities, the Overseas Educational Service is recruiting Americans for teaching positions at universities in developing countries. The Corporation, through Education and World Affairs, gave continuing support for this organization's basic administrative expenses for a year.

Government and public affairs

San Gabriel Valley Municipal Data System \$210,000

In the hope that technology can help to solve some of the pressing problems of local government, the Corporation made a grant to assist 12 communities in the Los Angeles environs to acquire and program a time-sharing computer facility for their cooperative use. Each government can use the computer for its individual routine needs and for local planning; in addition, the group can band together for long-range planning on matters which cut across boundaries.



Rutgers—The State University \$260,000

As a part of its public affairs program, Carnegie Corporation supported two seminars, held under the auspices of the Eagleton Institute of Politics, designed to expose young state legislators to new ideas, to examples of practical accomplishments, and also to experienced practitioners in the field of legislative reform. With a second grant from the Corporation, these seminars will be continued for four more years and will be expanded to include legislators in all 50 states.

Citizens Conference on State Legislatures \$300,000

The Citizens Conference on State Legislatures has, since its establishment in 1965 with Carnegie Corporation and Ford Foundation funds, devoted itself to building public recognition of the need for modernized state legislative bodies and to creating a climate that will allow the adoption of the necessary reforms—in particular, higher salaries for legislators, longer sessions, and adequate staffs. This renewed support will allow the Conference to continue its reform work and to meet the increasing number of requests for assistance from local groups.

Council of State Governments \$9,700

A Corporation grant financed two committee reports used at the 1967 National Governors' Conference. For the 1968 annual meeting of this group, one of the committees, on manpower and labor relations, prepared a supplementary study with recommendations for action. Carnegie Corporation made a small grant to cover the costs involved in this further study.

University of Michigan \$8,625

Throughout this country's history, innovative laws and governmental forms have spread from state to state in fairly consistent patterns. In order to test his thesis regarding the existence and nature of a national "network of change," Jack Walker, a political scientist at the University of Michigan,

will conduct interviews with decision-makers in Michigan and Iowa under a Corporation grant.

Rhode Island Special Commission

to Study the Entire Field of Education

\$15,000

With the prospect of significant state aid becoming available to private schools in Rhode Island, the Commission set up to study the future of public education is considering the numerous issues raised by the question of aid to nonpublic schools.



American Political Science Association

\$36,100

The American Political Science Association, which has been coordinating a series of scholarly studies on various aspects of Congressional operations (the nature and effects of committee structures, the seniority system, majority and minority party leadership, and staffing, among others), will use a supplementary Corporation grant to complete and publish this work.

For a study of

independence and accountability in the contract state*

\$60,000

How can government's obligation to require strict accountability be reconciled with the need of nongovernmental organizations which receive federal funds to preserve their independence—both for their own sake and in order to do the required job? This is the question that study groups in the United States and in the United Kingdom will try to answer; after initial exploration of the issues, a joint conference of the two groups will be held to propose new ways of dealing with the problems inherent in government contracting. Carnegie Corporation is financing the costs of this undertaking.

Johns Hopkins University

\$9,000

For the past four years, the Corporation has supported meetings between members of Parliament and members of Congress to discuss the respective policies of Britain and the United States toward Africa. Further support was granted to this series of conferences.



For research and writing

on the changing nature of American government*

\$45,000

Antiquated governmental forms, incapable of coping with many of this nation's growing pains, are gradually being circumvented by new forms not bound by state or city limits, which can more readily regulate such problem

areas as transportation, pollution, the planning of industrial expansion, education, and recreation. John Fischer, former senior editor of *Harper's Magazine*, is using a Corporation grant to make a two-year study of current trends in metropolitan and regional government and to write a book and several articles on his findings.

American Academy of Arts and Sciences \$75,000

With help from Carnegie Corporation, the Commission on the Year 2000 of the American Academy of Arts and Sciences has been taking a serious and systematic look at how the direction of current trends may be foreseen and how policy-makers might improve their capacity to choose among alternative futures. Renewed support was given to enable the Commission to continue its meetings for another 18 months and to prepare papers for the group and for publication.

Curriculum development

Education Development Center \$250,000

The merger of Educational Services Incorporated and the federal regional laboratory in Massachusetts created Education Development Center, a leading organization for educational reform and experimentation. This grant is assisting the Center retain its creative approach and attract the quality of scholars necessary to maintain its high standards.

Learning Institute of North Carolina \$83,000

Twelve school districts servicing a broad cross-section of urban and rural communities in North Carolina this year initiated a project to bring specialists in curricular design from the Learning Institute of North Carolina into the schools. These specialists are working with teachers to develop programs in English and social studies to meet their individual needs.

Berkeley Unified School District (California) \$68,000

Allan Kaprow and Herbert Kohl, two artist-teachers, have been working independently for several years to improve education in the arts by introducing professional writers and artists and their insights about creative work into the classroom. They are now collaborating under a Corporation grant to develop a model program in the Berkeley schools through seminars for teachers of English and art and demonstration classes using new curricular materials and techniques.

Phillips Academy (Andover, Mass.) \$15,000

With this additional grant from the Corporation, Bartlett Hayes will be able to introduce his methods of teaching sensory and visual perception into the

four Massachusetts teachers colleges and also to prepare new teaching materials for publication.

Central States College Association \$250,000

The Central States College Association is coordinating a program, partially supported by a Corporation grant, to bring philosophy teachers from its 12 member colleges into high schools in the Chicago area to develop and teach courses in philosophy. Selected high school teachers are working with them in the schools and are also taking philosophy courses at the university level to be able to continue the new courses when the experiment is over.

National Council of Teachers of English \$8,300

Following a Corporation-supported Anglo-American conference on the teaching of English which revealed how little is known about native-language instruction in foreign countries, the National Council of Teachers of English was given a grant to explore the possibility of making a study of this field.

Commonwealth

University of Guyana \$135,000

The government of Guyana has given its young University a major share of responsibility for the improvement of teacher education. The University is now, with the help of a Corporation grant, strengthening its small education faculty by appointing over the next three years six specialists to deal with problems of teaching and curriculum reform in various fields at both primary and secondary levels.

University of Ife \$160,000

The University of Ife, through its Institute of Education, is concerned with in-service training of teachers and administrators in the schools of the Western State of Nigeria. As a matter of urgency, the Institute is now providing special training for headmasters of primary schools and refresher courses for the staffs of teacher-training colleges. The grant will enable the University to provide a core staff of experienced Nigerian educators for these new ventures.

University College, Nairobi \$150,000

The College's relatively new Department of Education has been developing a working partnership with two other key educational agencies in the country, the Ministry of Education and the Kenya Institute of Education, in dealing with the problems of teacher training and curriculum development. The University is building a facility, to be called the Kenya Education Center, to bring the work of all three into close association.



For travel grants* \$135,000

This appropriation provided for the continuance of the Commonwealth travel grant program during the current year for all areas in which it has been operating except tropical Africa. This program is to be discontinued after 1968-69 (see discussion on pages 46-47).

African-American Institute \$30,000

African educators have placed high value on opportunities for close contact with colleagues and with academic and governmental agencies in North America. Although the Corporation discontinued early in 1968 its own travel grants for African scholars and administrators (see discussion on pages 46-47), provision was made through this grant for the African-American Institute to operate a program with similar objectives.

Association of Commonwealth Universities \$27,000

The Corporation has encouraged communication among university leaders of Commonwealth countries through a number of grants to the Association. The present one assisted representation from the African member institutions at the Commonwealth Universities' Congress held in August 1968 in Sydney, Australia.

Northwestern University \$12,215

The African Study Program at Northwestern, the first in the United States, was established 20 years ago with the Corporation's help. To mark this anniversary, the University held a conference to discuss the next 20 years in African research, and a grant from Carnegie Corporation made possible the participation of invited scholars from Africa.



African-American Institute \$15,000

Africans fully qualified for university positions, particularly in the field of education, are in short supply in the northern states of Nigeria. With this grant, a young Nigerian recently appointed to the Faculty of Education at Ahmadu Bello University will complete his doctoral training at Harvard.

Education and World Affairs \$40,000

Salary differentials and the problem of continuing financial commitments at home have made difficult the acceptance by Americans of university positions in Africa. The Corporation has previously provided funds through Education and World Affairs for supplementing local salaries paid to Americans in the field of education. This grant made further provision for such "topping up."

Editorial Projects for Education \$2,924

The Chronicle of Higher Education has provided educators in the United States with accurate and up-to-date information. In the belief that it would be usefully informative in Commonwealth countries with which the Corporation deals, a year's subscription has been given to vice-chancellors, librarians, and to staff associations of 67 universities.

Other grants

Carnegie Institution of Washington \$400,000

For many years, Carnegie Institution of Washington has conducted a fellowship program which enables visiting scientists to work cooperatively with on-going research projects of the Institution. This year, Carnegie Corporation made a grant to continue support of this program for five years.

Yale University \$8,000

Paul Weiss, Sterling Professor of Philosophy at Yale, is studying the attitudes toward sport in different cultures, including the questions of amateurism versus professionalism and the function of athletics in a society.

University of Southern California \$13,975

David Horton Smith, one of the few social scientists doing research on formal voluntary organizations, received a Corporation grant to complete a study of such groups in several Massachusetts communities. He is assessing, among other things, the conditions which lead individuals to participate or not to participate in the activities of these associations and is giving particular attention to voluntary organizations in the poorer section of the communities.

University of Massachusetts \$21,000

Since 1953 Carnegie Corporation has been supporting the mammoth task of editing for publication the approximately 5,000 letters of Edmund Burke. With this grant, Thomas W. Copeland, the American professor coordinating the project at the Central Library in Sheffield, England, expects to see the completion of the ten-volume work within a two-year period.

For research and writing on social theory* \$13,000

Charles Frankel, professor of philosophy at Columbia University, received a grant to continue his research and writing on the nature of social theory and its relation to practice.

Council for Philosophical Studies \$250,000

Through annual summer institutes and several working conferences; the Council is dedicated to making philosophy relevant to contemporary issues

and to promoting higher standards of teaching and continuing professional education. Carnegie Corporation has supported the Council's program in the past and this year made another grant for central administration and several short conferences and institutes.

For research on computer-assisted instruction* \$5,400

Little has been done to prepare school teachers to use computers in the instructional process. Under this grant Bruce L. Hicks, a physicist at the University of Illinois with considerable experience in computer-assisted instruction and school problems, is designing courses for both pre-service and in-service teachers.

National Information Bureau \$6,250

The National Information Bureau sets standards for nonprofit organizations that appeal to the public for funds and disseminates to contributors information about individual organizations' performances. The Corporation appropriation this year was for a five-year period.

Columbia University \$15,000

An oral history of Carnegie Corporation, under preparation by the Columbia University Oral Research Office, will be brought to completion with this grant.

For studies in American education* \$15,000

James B. Conant's books on the American high school, teacher training, and educational policy have greatly influenced American education. The Corporation gave Mr. Conant continued support to complete two more books on his personal experiences with American education.

For a historical study of urban school systems* \$2,300

Despite the many proposals for major structural changes in city school systems, there is no modern history of the development of these institutions from which planners may gain perspective. David Tyack, a professor of the history and philosophy of education at the University of Illinois, is undertaking with a Corporation grant a study of the crucial turning points in the history of urban school systems.

For research and writing on school boards* \$7,500

Robert Bendiner received an additional grant to enable him to broaden the scope of his inquiry into school boards. His book, as a result, will include not only their history, but also the impact of unionization, financing, integration, and other factors pertinent to their effectiveness.

Commonwealth travel grants

Travel grants have been a feature of the Commonwealth program since 1928 when opportunities were first offered to scholars and administrators of the Antipodes and Southern Africa for visits to North America. As the Corporation's interests broadened to include many of the developing areas in the 1930's and 1940's, and in the later years the university colleges of the emerging countries, the composition of the annual list of awards tended to reflect their new dimensions. In 1958, a peak year, the program assisted 68 visitors and accounted for about a quarter of available income. Since then the level of the program has been gently but progressively reduced as more time and income have been devoted to institutional development in tropical Africa. In 1967-68, 35 grants were awarded, involving about 17 per cent of income.

During the year under review, the officers and trustees reached the conclusion that the time had come to take this process the rest of the way so that the full resources of the Commonwealth program, funds and staff, could be brought to bear on the central focus of its current activities: the problems of expansion and improvement of education in new countries, primarily those in Africa. Consequently, they have decided to discontinue the travel grant program after 1969. The final date on which applications will be received is April 1, 1969.

The Corporation has been made aware in the most gratifying ways of the high value recipients and other friends have placed on these grants. It regards with a very strong sense of satisfaction the network of personal and

academic relationships which have grown out of the cumulative total of individual visits. While opportunities for intercontinental travel were relatively few in the earlier years of the program, the situation has appreciably changed. Enough support may never be available for all that could desirably be undertaken by staff members in their rapidly expanding numbers; nevertheless, assistance in various forms has greatly increased, most hearteningly through the more generous leave provision of many universities. As a consequence, the Corporation's role in the total traffic has become, correspondingly, a less significant factor.

The decision to close out a forty-year-old activity was not an easy one to reach. However, followers of these reports will understand that a foundation must be prepared to shift direction from time to time if it is to be free to accept the challenge of fresh problems. The Corporation's contribution to trans-Atlantic travel by African university staff and educational personnel in government agencies is not affected by this change as a grant has been made to the African-American Institute to operate a similar program. Following is a list of travel grant recipients for 1967-68:

From Australia

Jean Adamson

Director, Lady Gowrie Child Center, Melbourne

Child development and teaching of English as a second language,
United States

Frank Hirst

Reader in Charge, Computation Department, University of Melbourne

Large-scale computing systems and teaching of computer science,
United States

R. St.C. Johnson

Professor of Classics, Australian National University

Place of the humanities in higher education and organization of graduate studies, United States and Canada

K. R. McKinnon

Director of Education, Territory of Papua and New Guinea

Educational planning, United States and Africa

D. F. Miller

Lecturer in Political Science, University of Melbourne

Comparative analysis of politics in developing societies, United States

J. R. Poynter

Professor of History, University of Melbourne

Organization of graduate work in history and teaching of European history,
United States and Canada

Harold Whitmore

Professor of Law, Australian National University

Teaching and practice of administrative law, United States

J. L. Williams

Director of Mathematical Studies, University of Sydney

Teaching of mathematics at universities and secondary schools,
United States

From Ghana

Emmanuel Ampene

Senior Resident Tutor, Institute of Adult Education,

University of Ghana

Adult education, United States

D. O. Bampoe

Deputy Librarian, University of Science and Technology, Kumasi

Administration of university libraries, United States and Canada

A. N. de Heer

Principal Librarian, Ghana Research Library on African Affairs

Documentation procedures and collections of Africana,

United States and Canada

From Hong Kong

Priscilla Tso

Assistant to the Director, Department of Extra-Mural Studies,

University of Hong Kong

University extension work, United States and Canada

From Malawi

M. N. Lovegrove

Professor of Education, University of Malawi

Educational testing and research in child development, United States,
Canada and West Africa

From New Zealand

W. O. Broad

Secretary, University Grants Committee

Place of the junior college in American higher education, United States

I. G. Clark

Lecturer-Organizer, Department of Extension Studies,

University of Canterbury

Programs of liberal education for adults, United States and Canada

J. P. Sage

University Librarian, Victoria University of Wellington
Administration of university and research libraries,
United States and Canada

D. W. G. Timms

Professor of Sociology, University of Auckland
Graduate teaching in sociology and research on deviant and abnormal
behavior, United States

R. M. Williams

Vice-Chancellor, University of Otago
Higher education generally and problems of medical schools, United States
and Canada

From South Africa

Julian Beinart

Professor of Urban and Regional Planning, University of Cape Town
Teaching of urban and regional planning and research programs on Africa,
United States and Canada

M. J. de Vries

Professor of Chemistry, University of Stellenbosch
Teaching and research in physical chemistry and teaching of high school
chemistry, United States and Canada

C. B. Eglington

Editor of "Optima" Magazine, Johannesburg
Contemporary literary criticism and teaching of literature, United States

C. E. W. Henderson

Director, University of Cape Town Foundation
University development and fund raising practices, United States

O. P. F. Horwood

Principal and Vice-Chancellor, University of Natal
Administration of higher education, United States and Canada

R. R. Inskeep

Senior Lecturer in Archaeology, University of Cape Town
Teaching and research in anthropology, United States

J. W. Mann

*Professor and Head, Department of Psychology,
University of the Witwatersrand*
Research and teaching in social psychology, United States

Chunderban Ramfol

Professor of Psychology, University College, Durban
Psychological and mental health services and training,
United States and Canada

Marinus Wiechers

Professor of Public Law, University of South Africa
Teaching of constitutional and administrative law, United States

From Uganda

E. S. Grech

Senior Lecturer in Obstetrics and Gynecology, Makerere University College
Gynecological surgery and medical curricula, United States and Canada

From the United States

Kingsley Davis

*Director of International Population and Urban Research,
Institute of International Studies, University of California, Berkeley*
Conference on Contemporary Urban Life at University of Natal, South
Africa

H. G. Frankfurt

Associate Professor of Philosophy, Rockefeller University
Visiting professorship at Makerere University College, Uganda

Clement Greenberg

Art Critic
Lectures and seminars, Australia and New Zealand

Louis Hartz

Professor of Government, Harvard University
Lectures on American politics at Monash University, Australia

P. C. Reinert

President, St. Louis University
Visit under the auspices of the United States-South Africa Leader Exchange
Program, South Africa

J. J. Spengler

Professor of Economics, Duke University
Conference on Contemporary Urban Life at University of Natal, South
Africa

From the West Indies

J. L. Atrops

Professor of Engineering, University of the West Indies
Engineering education and research in structural and hydraulic engineering,
United States and Canada

Books resulting from grants

Carnegie Corporation does not itself publish the findings of studies that it has supported. Each year, however, a number of interesting books reporting the results of projects financed wholly or in part by Corporation grants is published by commercial and university presses. Although the titles in this report, selected from a considerably larger total, appeared during the year under review, some represent research areas in which the Corporation no longer has an active program.

Higher education is a continuing interest of the Corporation and several national studies supported in recent years have borne fruit in the following books:

The Academic Revolution

*by Christopher Jencks and David Riesman
(Doubleday & Company, Inc.)*

The Changing Catholic College

by Andrew M. Greeley (Aldine Publishing Company)

Catholic Education in a Changing World

by George N. Shuster (Holt, Rinehart and Winston)

The College Environment

by Alexander W. Astin (American Council on Education)

Making the Grade: The Academic Side of College Life

*by Howard S. Becker, Blanche Geer, and Everett Hughes
(John Wiley and Sons, Inc.)*

The Changing Mission of Home Economics

*by Earl T. McGrath and Jack T. Johnson
(Teachers College Press, Columbia University)*

The Clinical Professorship in Teacher Education

edited by W. R. Hazard (Northwestern University Press)

Since 1960 the Corporation has had a concern for early childhood education and has made grants for curricular projects, basic research, and a report for the layman on new developments. Three of this year's publications represent these interests:

Our Working World: Cities at Work

by *Lawrence Senesh*, a text for elementary schools with accompanying teaching materials (*Science Research Associates*)

Learning to Read: The Great Debate

by *Jeanne S. Chall* (*McGraw-Hill Book Company*)

Revolution in Learning: The Years from Birth to Six

by *Maya Pines* (*Harper & Row, Publishers*)

Each of the following five books addresses itself to a general or specific national interest related to governmental policies or procedures. The Corporation is concerned with the means for improving government at all levels and increasing understanding of the problems the nation faces:

The Year 2000

by *Herman Kahn and Anthony J. Wiener*
(*The Macmillan Company*)

The Politics of Pure Science

by *Daniel S. Greenberg* (*The New American Library*)

Men Who Govern: A Biographical Profile of Federal Political Executives

by *David T. Stanley, Dean E. Mann, and Jameson W. Doig*
(*The Brookings Institution*)

Government Contracting and Technological Change

by *Clarence H. Danhof* (*The Brookings Institution*)

ESEA: The Office of Education Administers a Law

by *Stephen K. Bailey and Edith K. Mosher*
(*Syracuse University Press*)

International affairs, and particularly research on developing countries, was a major interest of the Corporation for a number of years but is no longer central to its program. Books resulting from these grants continue to appear:

Development Projects Observed

by *Albert O. Hirschman* (*The Brookings Institution*)

The West Indies: The Federal Negotiations

by *Sir John Mordecai* (*George Allen & Unwin Ltd., London*)

The Vietnam War and International Law

edited by *Richard A. Falk* (*Princeton University Press*)

The United States in South Vietnam

by George McTurnan Kahin and John W. Lewis

(The Dial Press)

**The Spirit of Chinese Politics: A Psychocultural Study
of the Authority Crisis in Political Development**

by Lucian Pye (The M.I.T. Press)

Political Development in Modern Japan

edited by Robert E. Ward (Princeton University Press)

The Modernity of Tradition: Political Development in India

by Lloyd I. and Susanne Hoeber Roudolph

(The University of Chicago Press)

Research projects on learning and thought processes supported by Carnegie Corporation, chiefly during the early 1960's, have been reported on this year:

Cognitive Psychology

by Ulric Neisser (Appleton-Century-Crofts)

Simulation Games in Learning

edited by Sarane S. Boocock and E. O. Schild

(Sage Publications, Inc.)

Experiments in Second-Language Learning

by Edward Crothers and Patrick Suppes (Academic Press)

The Technology of Teaching

by B. F. Skinner (Appleton-Century-Crofts)

The
report of
the secretary

The report of the secretary

Carnegie Corporation reluctantly relinquished the services of two trustees of long standing when Morris Hadley and Gwilym A. Price retired from the board in November 1967. Mr. Hadley was elected to the board in 1947 and was its chairman from 1955 to 1966. He served on the executive committee from 1950 until his retirement and on the finance committee from 1956. During his 20 years as a trustee he seldom missed a meeting and was a loyal friend and astute advisor to four presidents. As chairman, he gave the board of trustees skillful leadership and earned his colleagues' unfailing respect and warm affection. Morris Hadley gave himself unstintingly to the foundation for two decades and has left the mark of his wisdom and humanity upon it.

Mr. Price served as a trustee for nearly 15 years, having been elected to the board in January 1953. At various times during this period, Mr. Price was chief executive officer and chairman of the board of Westinghouse Electric Corporation, chairman of the board of the University of Pittsburgh, a trustee of Carnegie Institute, Pittsburgh, and a director of many other companies. His broad experience in industry and public affairs added an important dimension to the discussions of the board, to which he contributed with consistent effectiveness.

Frederick B. Adams, Jr., director of the Pierpont Morgan Library in New York City, and Aiken W. Fisher, chairman of the board of Fisher Scientific Company, Pittsburgh, who had been elected in May 1967 to fill these impending vacancies, took their seats on the board at the annual meeting on

November 14, 1967. Also at that meeting, Amyas Ames was reelected to the board for a five-year term ending at the close of the annual meeting of 1972. Frederick Sheffield was reelected chairman of the board.

John W. Gardner, who had been a consultant-on-leave, rejoined the Corporation as a consultant on March 1, 1968, upon his resignation as Secretary of Health, Education, and Welfare. Shortly thereafter Mr. Gardner became chairman of the Urban Coalition under an arrangement whereby the trustees of the Corporation agreed that he should give most of his time to that organization since its purposes are within the current interests of Carnegie Corporation.

James W. Campbell, treasurer of the Corporation, reached the statutory retirement age on May 1, 1967, but, at the request of the trustees, he continued in that office through the fiscal year and until a successor was found. Mr. Campbell was born in Scotland and came to the United States in 1923. He joined the Corporation staff in 1933 and became treasurer in 1961. Mr. Campbell combined a meticulous attention to detail and a high degree of efficiency with a personal warmth and cheerfulness that made working with him an unfailing pleasure. Over the 35 years of his loyal service to the Corporation, he has been held in affection by countless numbers of its employees. His present colleagues will miss him keenly when the consultancy to which the trustees have appointed him expires on April 30, 1969.

At the meeting of the executive committee in September, F. Lee Jacquette was appointed treasurer effective November 1, 1968. Mr. Jacquette received his B.S. in 1958 from the School of Industrial and Labor Relations of Cornell University and an M.B.A. from New York University's Graduate School of Business Administration. He also attended the Harvard University Graduate School of Business Administration. Mr. Jacquette comes to the Corporation after eight years' experience with Chemical Bank New York Trust Company where he has been deputy controller since 1967.

Other staff changes took place during the year. Nelda N. Pedersen was promoted from editorial assistant to executive assistant. As such she has primary responsibility for the Corporation's annual report, handles press relations, and works with authors and publishers in the dissemination of the results of studies supported by Corporation grants. Mrs. Pedersen received her A.B. from the University of Michigan and worked for the Library of Congress and *Current* magazine. She had assisted the Corporation on several special projects before becoming a regular member of the staff last year.

Hanna H. Bartlett was appointed a staff assistant. A graduate of Smith College, Mrs. Bartlett worked for the Corporation in 1963-64, leaving when her husband's work took him to Cleveland. Returning to New York in 1967, Mrs. Bartlett carried out short-term assignments for the Corporation before assuming her present position in September 1968.

The Corporation reports with regret and appreciation the retirement of its telephone operator, Mary E. Gordon, after 22 years of exemplary service. The services of Margo Viscusi, formerly an editorial associate, ceased to be available to the Corporation when she moved to Paris. Joan Ganz Cooney, who was a full-time consultant for a year, became executive director of the new Children's Television Workshop described on page 34.

For the staff a major event of the year was moving the Corporation's offices at the end of February from 589 Fifth Avenue to 437 Madison Avenue.

The executive committee at the beginning of the year consisted of David A. Shepard, chairman; Mr. Ames, Mr. Hadley, Caryl P. Haskins, Alan Pifer, Mr. Sheffield, and Charles M. Spofford. At the annual meeting in November, Harding F. Bancroft and Louis W. Cabot were elected to replace Mr. Hadley, who was retiring from the board, and Mr. Spofford, who had asked to be relieved of service on the committee.

The following trustees served on the finance committee throughout the year: Mr. Ames, chairman; Fredrick M. Eaton, Malcolm A. MacIntyre, Mr. Pifer, Mr. Sheffield, and Walter B. Wriston. Mr. Hadley served on the committee until his retirement.

The board of trustees held meetings on November 14, 1967, and January 18, March 21, and May 16, 1968.

The executive committee met on October 18 and December 20, 1967, and April 17, June 19, and September 18, 1968.

The finance committee met on December 18, 1967, and March 18, June 17, and September 16, 1968.

**The
report of
the treasurer**

The report of the treasurer

Statements of the Corporation's assets and liabilities at September 30, 1968, its income, expenses, and appropriations for the year ended on that date, and the securities owned at the year-end with their book and market values appear on pages 68 through 91. These statements were audited by the independent public accounting firm of Price Waterhouse & Co. whose opinion appears on page 67.

The following comments are intended to highlight and supplement this information.

Assets

During the year the Corporation's assets at book value increased by approximately \$1,000,000. This increase is the net result of the reinvestment of \$2,200,000 realized gains in securities sold and of the sale of \$1,200,000 of securities used to take care of current obligations.

The Corporation's Capital Fund at book is \$238,898,738. It comprises the original endowment fund of \$135,336,869, plus accumulated net realized gains to date of \$103,561,869. Valuing the securities at market prices on September 30, 1968, the Capital Fund would be increased by \$83,524,373 of unrealized gains, making a total of \$322,423,111, which is an increase of 138 per cent in the original endowment.

The accumulated net gain realized is set aside in the Capital Gains Account since, in counsel's opinion, it is not income and consequently not presently available for appropriation.

Cash and marketable securities at book value make up more than 99 per cent of the Corporation's assets. The remainder is mostly from bequests under the wills of Mr. and Mrs. Andrew Carnegie.

Carnegie House properties

The Carnegie House properties, consisting of the land and two buildings at 2 East 91st Street and 9 East 90th Street, New York City, were bequeathed to the Corporation by Mrs. Carnegie. They are carried on the Corporation's books at the nominal value of \$1.00. The properties are leased rent free to Columbia University and occupied by the Columbia University School of Social Work, a graduate school of the University.

Home Trust Company

Home Trust Company was organized in 1901 in New Jersey by Mr. Carnegie to care for various of his financial interests after he retired. It became trustee of certain trusts set up by him during his lifetime to pay pensions to various people on his private pension list. It acted as executor of Mr. Carnegie's estate and is still trustee of certain trusts established by his will. It has never engaged in general banking business nor accepted deposits, and it accepts no new business. Its activities have steadily declined as recipients of pensions and annuities have died.

The Corporation owns all the capital stock (except directors' qualifying shares) of Home Trust Company, which is carried in the Corporation accounts at \$334,195, the appraised value when acquired in 1925 from Mr. Carnegie's estate. The Corporation also owns the reversionary interests in various trusts established by Mr. Carnegie and administered by Home Trust Company. The present unrecovered balance of the reversionary interests is \$309,810.

Advances to The Carnegie Foundation for the Advancement of Teaching

To enable The Carnegie Foundation for the Advancement of Teaching to carry out its obligations for payment of free pensions to retired college and university teachers and their widows, the Corporation in 1939 committed itself to advance up to \$15,000,000 without interest to the Foundation. The Foundation's income is now sufficient to take care of its expenses and pension payments. It is therefore no longer necessary for the Corporation to continue making advances. The total amount advanced was \$14,600,000. This amount has been reduced by payments totaling \$263,796 leaving a balance at September 30, 1968, of \$14,336,204.

The present value of the advances depends, of course, on the rate of repayment. Because there is not now any way to determine their present value, the advances are carried on the Corporation's books at the nominal value of \$1.00.

Investment transactions during the year

The proceeds of various redemptions, the sale of a considerable amount of common stock, together with the reinvestment of short-term money were used to purchase various securities including new issues of corporation bonds, with high coupons and long maturities, and some growth issues of convertible preferred stock. At the year-end the Corporation held \$4,000,000 of Treasury bills for settlement of securities that it is committed to purchase.

A summary showing the changes in investments, the market value at the year-end, and the gain or loss on securities sold during the year follows:

September 30, 1967		September 30, 1968		
	Book amount	Approximate book amount	Approximate market	Gain or (Loss) on securities sold during the year
Bonds				
U.S. Government	\$14,785,289	\$8,550,855	\$8,488,340	\$2,188
Others	110,677,598	122,363,546	108,820,686	(1,358,823)
Mortgages	13,882,915	12,910,544	11,511,031	23,855
Stocks				
Preferred	303,298	4,938,721	4,407,800	—
Common	109,413,559	101,407,531*	200,467,714	3,540,856
	<u>\$249,062,659</u>	<u>\$250,171,197</u>	<u>\$333,695,571</u>	<u>\$2,208,076</u>

* In accordance with board resolution (B1165, March 15, 1934) the total investment in common stock of any one company cannot exceed one per cent (1%) of that company's then issued common stock.

Income

The income from securities for the year 1968 was \$13,262,118, and is an increase of \$72,504 over 1967. Security income represents a return of 5.30 per cent on cost of securities held at the year-end, or a yield of 3.97 per cent on market value. Two items substantially make up the total of other income: \$29,108 was received as dividends on annuity policies that the Corporation purchased from Teachers Insurance and Annuity Association to supplement the allowances for retired college professors provided by The Carnegie Foundation for the Advancement of Teaching, and \$108,595 was received from the Foundation as a payment toward the liquidation of the Corporation advances.

Appropriations

For both the United States and Commonwealth programs a total of \$12,125,077 was appropriated in the fiscal year 1968. Of the total appropriated, \$11,375,077 is chargeable to the income of the current year and \$750,000 is deferred to the fiscal year 1969. A complete list of appropriations and payments is given on pages 79 through 91.

The amount that may be used for the Commonwealth program is 7.4 per cent of security income after deducting investment service and custody fees.

Any balance remaining after a project has been completed is normally returned to the Corporation. These refunds and any previous commitments written off during the year are added to income available for appropriation and are listed as adjustments of appropriations on pages 89 and 91.

Total cash income from all sources was \$13,406,186; to this was added \$242,884 of appropriations refunded or not needed, making a total of \$13,649,070 for expenditure. After deducting operating expenses of \$1,396,528 and a deficit of \$656,714 brought forward from last year, there remained a balance of \$11,595,828 available for current appropriation. On this amount \$10,667,938 was appropriated for purposes in the United States and \$707,139 for the Commonwealth program. At the year-end there was unappropriated current income of \$220,751; out of this balance \$178,022 may be spent for the Commonwealth program in future years.

Ten-year record of income and disposition of funds

Fiscal year ended September 30	Cash income	Operating expenses	Appropriations less refunds and reserves for professors' annuities	Excess (Deficiency) of income for the year	Balance unappropriated income
1959	\$9,849,808	\$780,507	\$9,171,448	(\$102,147)	\$211,951
1960	10,646,490	792,498	9,904,902	(50,910)	161,041
1961	10,976,558	845,367	10,075,816*	55,375	216,416
1962	11,360,937	851,968	10,261,942	247,027	463,443
1963	11,785,719	856,562	11,079,711	(150,554)	312,889
1964	12,303,167	874,351	11,244,564	184,252	497,141
1965	12,888,402	907,322	11,564,833	416,247	913,388
1966	13,463,339	907,913	13,252,975	(697,549)	215,839
1967	13,310,438	1,054,626	12,578,365	(322,553)	(106,714)
1968	13,406,186	1,396,528	11,682,193	327,465	220,751

*Payments to reserves terminated.

A detailed comparative statement of income and expenses and appropriations for 1966-67 and 1967-68 appears on page 70.

Opinion of independent accountants

To the Board of Trustees of
Carnegie Corporation of New York

In our opinion, the statements appearing on pages 68 through 91 present fairly the financial position of Carnegie Corporation of New York at September 30, 1968, its income, expenses and appropriations for the year then ended and the supplementary information on securities, administrative expenses and appropriations and payments, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year. Our examination of these statements was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of the cash and securities owned at September 30, 1968 by direct correspondence with depositaries.

Price Waterhouse & Co.

New York, N.Y.
October 22, 1968

Carnegie Corporation of New York
Exhibit I
Balance sheet
September 30, 1968

Assets

Securities at book amount (Schedule A and Note 1)		
Bonds		
U.S. Government	\$8,550,855	
Other	122,363,546	
Mortgages (FHA and VA)	12,910,544	
Stocks		
Preferred	4,938,721	
Common	<u>101,407,531</u>	
Total (Approximate market value \$333,695,571)		\$250,171,197
Cash		301,127
Miscellaneous receivables and deposits		975
Other Assets (Note 2)		
Reversionary interests	\$309,810	
Home Trust Co., capital stock	334,195	
Items at nominal value	<u>2</u>	
		644,007
		<u>\$251,117,306</u>

Notes 1 *Investments in securities are carried generally at cost if purchased, or at quoted market value at dates of receipt if acquired by gift.*
2 *See pages 64-65.*

Carnegie Corporation of New York
Exhibit I
Balance sheet
September 30, 1968

Funds and liabilities

Capital Fund				
Endowment			\$125,000,000	
Legacies			10,336,869	
Capital gains (Note 2)				
Balance at beginning of year		\$101,350,419		
Add: Profit on sale of securities		2,208,076		
Profit on recovery of reversionary interests		<u>3,374</u>		
Balance at end of year			<u>103,561,869</u>	
				\$238,898,738
	Commonwealth	United States	Total	
Appropriations authorized				
Current	\$791,914	\$11,150,794	\$11,942,708	
Deferred		<u>750,000</u>	<u>750,000</u>	
Totals (Schedule C)	<u>\$791,914</u>	<u>\$11,900,794</u>		12,692,708
Deferred income				54,615
Taxes payable				494
Appropriations in excess of income to date payable out of future income (Exhibit II)				(529,249)
				<u>\$251,117,306</u>

Carnegie Corporation of New York
Exhibit II
Comparative statement of
income, expenses, and appropriations

Income, expenses, and appropriations

	Year ended September 30		+ Increase — Decrease	
	1968	1967		
Income				
Dividends and interest on securities (Schedule A)	\$13,262,118	\$13,189,614	+	\$72,504
Other income*	144,068	120,824	+	23,244
	<u>\$13,406,186</u>	<u>\$13,310,438</u>	+	<u>\$95,748</u>
Less: Investment service and custody fee	108,886	108,671	+	215
	<u>\$13,297,300</u>	<u>\$13,201,767</u>	+	<u>\$95,533</u>
Application of income				
Administrative expenses (Schedule B)	1,287,642	945,955	+	341,687
Net income	<u>\$12,009,658</u>	<u>\$12,255,812</u>	—	<u>\$246,154</u>
Transfer of reserve for pensions no longer required—Carnegie Foundation		400,001	—	400,001
Income available for appropriation	<u>\$12,009,658</u>	<u>\$12,655,813</u>	—	<u>\$646,155</u>
Appropriations authorized during the year (Schedule C)				
Current	\$11,375,077	\$13,368,968	—	\$1,993,891
Deferred	750,000	550,000	+	200,000
Less: Refunded or not needed	242,884	390,602	—	147,718
Net funds appropriated	<u>\$11,882,193</u>	<u>\$13,528,366</u>	—	<u>\$1,646,173</u>
Excess of income or (appropriations) for the year	\$127,465	(\$872,553)	—	(\$1,000,018)
Accumulated income (appropriations in excess of income) :				
Balance at the beginning of the year	(656,714)	215,839	—	872,553
Balance at the end of the year	<u>(\$529,249)</u>	<u>(\$656,714)</u>	—	<u>\$127,465</u>

* See page 65.

Carnegie Corporation of New York
Schedule A
Income from securities
for the year ended September 30, 1968, and
statement of securities held
at September 30, 1968

Summary of securities held and income from securities

	Book amount	Approximate market	+ Greater or — Less than book	Income
Bonds				
U.S. Government	\$8,550,855	\$8,488,340	— \$62,515	\$567,199
Other	122,363,546	108,820,686	— 13,542,860	5,463,160
Totals	<u>\$130,914,401</u>	<u>\$117,309,026</u>	<u>—\$13,605,375</u>	<u>\$6,030,359</u>
Mortgages (FHA and VA)	12,910,544	11,511,031	— 1,399,513	629,328
Stocks				
Preferred	4,938,721	4,407,800	— 530,921	35,775
Common	101,407,531	200,467,714	+ 99,060,182	6,566,656
Totals	<u>\$250,171,197</u>	<u>\$333,695,571</u>	<u>+\$83,524,373</u>	<u>\$13,262,118</u>

Statement of securities held at September 30, 1968

Bonds	Par	Book amount	Approximate market
U.S. Government			
Treasury Bills			
Oct. 31, 1968	\$200,000	\$197,376	\$199,104
Dec. 5, 1968	3,300,000	3,266,179	3,268,650
Dec. 26, 1968	500,000	493,650	493,765
Twelve Federal Land Banks			
4 $\frac{3}{8}$ s, Mar. 20, 1969	1,210,000	1,197,297	1,199,413
Federal National Mortgage Association			
Deb. 5 $\frac{1}{8}$ s, SM-1972-A, Feb. 10, 1972	1,000,000	996,250	975,000
Deb. 4 $\frac{5}{8}$ s, SM-1970-A, April 10, 1970	1,000,000	1,001,250	982,500
Deb. 4 $\frac{3}{8}$ s, SM-1969-A, April 10, 1969	1,382,000	1,398,853	1,369,908
Totals		<u>\$8,550,855</u>	<u>\$8,488,340</u>

Statement of securities held at September 30, 1968

Bonds	Par	Book amount	Approximate market
Alabama Power Co. 1st 5s, April 1, 1990	\$365,000	\$362,542	\$310,706
Alcan Aluminum Corp. Promissory Notes 4¾s, Dec. 31, 1984 (Registered)	1,000,000	1,000,000	840,000
Allied Chemical & Dye Corp. Deb. 3½s, April 1, 1978 (Registered)	1,100,000	1,089,000	908,875
Aluminum Co. of Canada, Ltd. S. F. Deb. 4½s, April 1, 1980	975,000	996,977	819,000
Amax Realty Corp. Notes 4.85s, June 1, 1986 (Registered)	1,171,762	1,171,762	995,998
American Can Co. Deb. 4¾s, July 15, 1990 (Registered)	977,000	984,816	810,910
Anbel Leasing Corp. Notes 6½s, Nov. 30, 1992 (Registered)	274,625	274,625	254,028
Notes 6½s, Feb. 15, 1993 (Registered)	276,446	276,446	255,712
Notes 6½s, Mar. 22, 1993 (Registered)	276,446	276,446	255,712
Notes 6½s, April 15, 1993 (Registered)	278,237	278,237	257,369
Notes 6½s, May 15, 1993 (Registered)	278,237	278,237	257,369
Associates Investment Co. Deb. 5¼s, Aug. 1, 1977	567,000	591,098	510,300
Australia, Commonwealth of Notes 67/8s, Oct. 1, 1982 (Registered)	2,000,000	1,960,000	2,045,000
Baxter Laboratories, Inc. Conv. Sub. Deb. 4s, Mar. 1, 1987 (Registered)	2,050,000	2,837,473	2,841,813
Bell Telephone Co. of Canada, (The) 1st 6.60s, Ser. AJ, Dec. 1, 1997 (Registered)	1,500,000	1,500,000	1,383,750
1st 47/8s, May 1, 1988 (Registered)	1,500,000	1,494,600	1,143,750
1st 4.80s, Ser. Z, Oct. 1, 1989 (Registered)	1,000,000	1,000,000	760,000
Beneficial Finance Co. Deb. 5s, Nov. 1, 1990 (Registered)	1,000,000	1,000,000	820,000
Bethlehem Steel Corp. Cons. S. F. 2¾s, Ser. I, July 15, 1970	275,000	279,813	257,813
Boeing Co., (The) Notes 6¾s, Sept. 15, 1986 (Registered)	2,000,000	2,000,000	1,855,000
B. P. North American Finance Corp. Promissory Notes 5½s, Sept. 15, 1985 (Registered)	1,500,000	1,500,000	1,327,500
Burroughs Corp. Conv. Sub Deb. 3¾s, May 1, 1993 (Registered)	1,800,000	1,834,625	2,088,000
Celanese Corp. of America Promissory Notes 4¾s, April 1, 1990 (Registered)	2,000,000	2,000,000	1,600,000

Statement of securities held at September 30, 1968

Bonds	Par	Book amount	Approximate market
Celbess Corp. 1st 5 $\frac{1}{4}$ s, Nov. 30, 1974 (Registered)	\$1,887,932	\$1,887,932	\$1,788,816
C.I.T. Financial Corp. Promissory Notes 4 $\frac{7}{8}$ s, April 1, 1987 (Registered)	1,500,000	1,500,000	1,125,000
Deb. 4 $\frac{3}{4}$ s, July 1, 1970 (Registered)	2,000,000	1,978,750	1,920,000
Deb. 3 $\frac{5}{8}$ s, Sept. 1, 1970	500,000	492,875	471,250
Columbia Broadcasting System, Inc. Promissory Notes 5 $\frac{1}{2}$ s, April 15, 1991 (Registered)	1,500,000	1,500,000	1,372,500
Commercial Credit Co. Notes 4 $\frac{3}{4}$ s, Jan. 15, 1982 (Registered)	2,000,000	2,000,000	1,620,000
Consolidated Edison Co. of New York, Inc. 1st & Ref. 5s, Ser. N, Oct. 1, 1987 (Registered)	1,000,000	1,007,770	851,250
1st & Ref. 4 $\frac{3}{4}$ s, Ser. R, June 1, 1990 (Registered)	1,000,000	1,007,990	815,000
Consolidated Natural Gas Co. Deb. 5s, Feb. 1, 1985	921,000	929,174	808,178
Control Data Corp. Conv. Sub. Deb. 3 $\frac{3}{4}$ s, Feb. 1, 1989	1,006,000	1,738,594	1,589,480
Deere (John) Credit Co. Deb. 4 $\frac{7}{8}$ s, Ser. A, Oct. 31, 1985 (Registered)	1,000,000	990,000	820,000
Detroit Edison Co. Gen. & Ref. 4 $\frac{7}{8}$ s, Ser. P, Aug. 15, 1987 (Registered)	1,000,000	1,000,000	825,000
Dow Chemical Co. Deb. 6.70s, June 1, 1998 (Registered)	2,000,000	2,000,000	2,080,000
Duke Power Co. Ref. 6 $\frac{3}{8}$ s, Feb. 1, 1998 (Registered)	1,000,000	998,250	1,005,000
Duquesne Light Co. 1st 6 $\frac{3}{8}$ s, Feb. 1, 1998 (Registered)	1,000,000	997,500	1,002,500
S. F. Deb. 5s, Mar. 1, 2010	849,000	856,828	705,731
Erie Mining Co. 1st 4 $\frac{1}{2}$ s, Ser. B, July 1, 1983 (Registered)	1,430,000	1,388,358	1,222,650
First National City Bank of New York Conv. Notes 4s, July 1, 1990 (Registered)	1,250,000	1,287,840	1,415,625
Ford Motor Co. Promissory Notes 4s, Nov. 1, 1976 (Registered)	1,150,000	1,150,000	1,014,875
Ford Motor Credit Co. Notes 4 $\frac{3}{4}$ s, Mar. 1, 1979 (Registered)	2,000,000	2,000,000	1,670,000
Four Corners Pipe Line, Inc. Notes 5s, Sept. 1, 1982 (Registered)	489,000	489,000	448,658
General Electric Credit Corp. Notes 4.85s, June 15, 1990 (Registered)	1,035,000	1,035,000	789,188
Notes 4 $\frac{3}{4}$ s, Nov. 1, 1987 (Registered)	1,000,000	1,000,000	765,000

Statement of securities held at September 30, 1968

Bonds	Par	Book amount	Approximate market
General Motors Acceptance Corp. Deb. 5s, Mar. 15, 1981	\$775,000	\$771,125	\$675,219
Deb. 3½s, Sept. 1, 1975	600,000	594,500	499,500
Great Canadian Oil Sands Ltd. Notes 5¾s, July 1, 1991 (Registered)	2,000,000	2,000,000	1,860,000
Gulf States Utilities Co. 1st 47⁄8s, July 1, 1990	1,000,000	1,008,670	842,500
Howe Sound Realty Corp. Notes 4.85s, June 1, 1986 (Registered)	1,171,762	1,171,762	995,998
Hyston Fibers Inc. Notes 5¾s, Nov. 1, 1986 (Registered)	2,500,000	2,500,000	2,356,250
ICI Financial Corp. Promissory Notes 6.52s, Aug. 1, 1985 (Registered)	1,500,000	1,636,500	1,436,250
Indiana & Michigan Electric Co. S. F. Deb. 51⁄8s, June 1, 1986	500,000	508,860	439,375
Industrial Acceptance Corp., Ltd. S. F. Deb. 51⁄4s, Ser. Z, Oct. 1, 1982 (Registered)	1,000,000	1,000,000	807,500
International Bank for Reconstruction & Development 4¾s, Nov. 1, 1980 (Registered)	500,000	498,263	440,000
United Kingdom Guaranteed 4¾s (Colony of Southern Rhodesia) May 1, 1969-71 (Registered)	1,500,000	1,446,175	1,477,800
51⁄4s (Federation of Nigeria) April 1, 1969-71 (Registered)	900,000	900,000	893,700
International Harvester Credit Corp. Deb. 45⁄8s, Ser. A, Nov. 1, 1979	1,000,000	995,000	825,000
Lincoln First Group Inc. Deb. 61⁄4s, Sept. 15, 1992 (Registered)	1,500,000	1,485,000	1,440,000
Louisiana Power & Light Co. 1st 5s, April 1, 1990	1,000,000	979,250	848,750
Louisville & Nashville RR Co. 1st & Ref. 33⁄8s, Ser. I, April 1, 2003 (Registered)	965,000	962,875	512,656
Michigan Bell Telephone Deb. 63⁄8s, Feb. 1, 2005 (Registered)	1,000,000	993,750	995,000
Missouri Pacific RR Co. Conditional Sale Agreement 5.70s, Ser. A, Nov. 1, 1974	538,139	538,139	519,304
Montgomery Ward Credit Corp. Deb. 47⁄8s, July 1, 1980	1,000,000	995,000	840,000
National Cash Register Co. Conv. Sub. Deb. 41⁄4s, April 15, 1992 (Registered)	1,785,000	2,261,888	2,338,350
New York Telephone Co. Ref. 6s, Ser. Q, Sept. 1, 2007 (Registered)	1,500,000	1,498,500	1,440,000
Norfolk & Western Ry. Co. Conditional Sale Agreement 6s, Oct. 1, 1981 (Registered)	2,000,000	2,000,000	1,950,000
Northern States Power Co. 1st 5s, Dec. 1, 1990	500,000	506,125	428,125

Statement of securities held at September 30, 1968

Bonds	Par	Book amount	Approximate market
Pacific Telephone & Telegraph Co. Deb. 5 $\frac{1}{8}$ s, Feb. 1, 1993	\$1,000,000	\$1,011,980	\$866,250
Potomac Electric Power Co. 1st 5s, Dec. 15, 1995	1,250,000	1,260,338	1,054,688
S. F. Deb. 4 $\frac{5}{8}$ s, Feb. 15, 1982 (Registered)	474,000	455,040	404,085
Public Service Co. of Indiana, Inc. 1st 4 $\frac{7}{8}$ s, Ser. L, Oct. 1, 1987 (Registered)	1,000,000	1,000,000	835,000
Public Service Electric & Gas Co. Deb. 4 $\frac{5}{8}$ s, Mar. 1, 1977	455,000	441,350	391,300
Deb. 3 $\frac{1}{2}$ s, Oct. 1, 1975	1,000,000	1,027,500	840,000
Quebec Hydro-electric Commission Deb. 5s, Ser. X, July 15, 1984	1,000,000	1,000,000	817,500
Reproco, Inc. Notes 6 $\frac{1}{4}$ s, Jan. 1, 1992 (Registered)	1,291,676	1,291,676	1,249,696
Notes 6 $\frac{1}{4}$ s, July 1, 1992 (Registered)	1,269,062	1,269,062	1,224,645
Sears Roebuck Acceptance Corp. Sub. Deb. 4 $\frac{5}{8}$ s, May 1, 1977	1,400,000	1,386,000	1,176,000
Shell Funding Corp. Coll. Trust 4 $\frac{1}{2}$ s, Ser. A, June 1, 1983 (Registered)	1,000,000	1,000,000	855,000
Shell Oil Co. Deb. 5s, Mar. 15, 1991 (Registered)	2,000,000	2,000,000	1,725,000
Simpsons-Sears Acceptance Co., Ltd. Deb. 5 $\frac{7}{8}$ s, Ser. C, Feb. 1, 1980 (Registered)	1,000,000	1,000,000	885,000
Southern Electric Generating Co. 1st 5 $\frac{1}{4}$ s, Ser. 1960, June 1, 1992	828,000	834,417	707,940
Southern Pacific Co. Eq. Tr. Ctfs. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1969-71	600,000	604,895	571,312
Southern Railway Co. 1st Cons. 5s, July 1, 1994	1,000,000	1,333,176	845,000
Standard Brands, Inc. S. F. Deb. 6 $\frac{3}{4}$ s, June 1, 1993 (Registered)	2,000,000	1,992,500	2,060,000
Sundstrand Corp. Conv. Sub. Deb. 5s, April 1, 1993 (Registered)	1,869,000	2,363,542	2,224,110
Tennessee Gas Transmission Co. Deb. 5s, Sept. 1, 1982 (Registered)	1,000,000	1,012,500	830,000
Deb. 4 $\frac{1}{2}$ s, Jan. 1, 1977 (Registered)	418,000	427,489	355,300
Deb. 4 $\frac{1}{4}$ s, Sept. 1, 1974 (Registered)	935,000	991,147	815,788
Texas Eastern Transmission Corp. 1st 5 $\frac{5}{8}$ s, Sept. 1, 1977 (Registered)	410,000	418,601	382,838
1st 4 $\frac{7}{8}$ s, April 1, 1979 (Registered)	893,000	868,722	776,910
Texas Gas Transmission Corp. Deb. 5s, June 1, 1982	982,000	982,184	840,838
Texas Gulf Sulphur Co. Promissory Notes 4.70s, April 1, 1989 (Registered)	1,000,000	1,000,000	825,000
Promissory Notes 4.70s, Oct. 1, 1989 (Registered)	1,000,000	1,000,000	820,000

Statement of securities held at September 30, 1968

Bonds	Par	Book amount	Approximate market
Toronto Dominion Tower Ltd. 1st 5 $\frac{5}{8}$ s, Ser. D, Oct. 1, 1991 (Registered)	\$1,500,000	\$1,500,000	\$1,241,250
Trans World Airlines, Inc. S. F. Notes 5 $\frac{3}{8}$ s, Ser. E, Dec. 31, 1986 (Registered)	1,000,000	1,000,000	835,000
Triangle Facilities, Inc. Notes 4 $\frac{3}{4}$ s, Dec. 1, 1987 (Registered)	849,000	849,000	732,263
Trunkline Gas Co. 1st 3 $\frac{5}{8}$ s, Nov. 1, 1975 (Registered)	618,000	618,000	554,655
Union Carbide Corp. S. F. Notes 4 $\frac{1}{2}$ s, Dec. 31, 1996 (Registered)	2,342,465	2,342,465	1,914,965
United Air Lines, Inc. Notes 5s, Feb. 1, 1984 (Registered)	2,000,000	2,000,000	1,630,000
U.S. Plywood Corp. S. F. Notes 4.95s, Aug. 1, 1988 (Registered)	1,404,000	1,408,022	1,147,770
Utah Oil Refining Co. Promissory Notes 3.05s, Mar. 1, 1970 (Registered)	200,000	200,000	192,500
Woolworth Co., F. W. Promissory Notes 5s, Dec. 1, 1982 (Registered)	1,000,000	1,000,000	827,500
Xerox Corp. Promissory Notes 5 $\frac{3}{8}$ s, April 1, 1991 (Registered)	2,000,000	2,000,000	1,780,000
Totals		<u>\$122,363,546</u>	<u>\$108,820,686</u>
Totals, Bonds		<u>\$130,914,401</u>	<u>\$117,309,026</u>

Mortgages	Par	Book amount	Approximate market
Abilene AFB Housing, Inc. 4% Mortgage Notes, 1968-82	\$4,372,711	\$4,419,582	\$3,771,463
Instlcorp, Inc. Collateral Trust Notes			
Ser. A-16, 5%, Dec. 31, 1991 (Registered)	1,931,913	1,867,488	1,714,573
Ser. A-21, 5%, Dec. 31, 1991 (Registered)	1,083,107	1,045,192	955,841
Ser. A-23, 4.96%, Dec. 31, 1991 (Registered)	859,775	845,844	760,901
Ser. A-19, 4.94%, Dec. 31, 1991 (Registered)	1,584,975	1,532,530	1,398,740
Ser. A-25, 4.64%, Dec. 31, 1991 (Registered)	538,731	515,947	466,002
Ser. A-29, 5.25%, June 30, 1992 (Registered)	672,132	671,870	599,877
Ser. A-31, 4.5%, June 30, 1992 (Registered)	631,094	599,844	538,008
Ser. A-62, 5.125%, Mar. 31, 1997 (Registered)	1,496,420	1,412,247	1,305,626
Totals, Mortgages		<u>\$12,910,544</u>	<u>\$11,511,031</u>

Statement of securities held at September 30, 1968

Preferred Stocks	Shares	Book amount	Approximate market
Emerson Electric Co. Conv. \$1.80, "B"	16,900	\$1,203,061	\$1,183,000
Niagara Mohawk Power Corp. (cum.) 3.90%	1,400	145,600	86,800
South Carolina Electric & Gas Co. (cum.) 5%	3,000	157,698	123,000
Textron, Inc. Conv. \$2.08, "A"	35,000	2,327,512	1,925,000
TRW Inc. Conv. \$4.40, Ser. I	10,000	1,104,850	1,090,000
Totals, Preferred Stocks		<u>\$4,938,721</u>	<u>\$4,407,800</u>

Common Stocks	Shares	Book amount	Approximate market
American Can Co.	35,700	\$2,203,199	\$1,753,763
American Metal Climax, Inc.	84,300	2,995,705	3,825,113
American Natural Gas Co.	44,500	2,032,976	1,746,625
American Telephone & Telegraph Co.	98,400	2,463,972	5,202,900
Avon Products, Inc.	33,900	2,432,792	4,245,975
Burlington Industries, Inc.	132,800	1,848,479	6,291,400
Carrier Corp.	60,000	1,176,530	4,785,000
Caterpillar Tractor Co.	124,800	361,083	5,725,200
Chase Manhattan Bank	15,000	943,213	1,196,250
Clark Equipment Co.	41,300	1,272,930	1,177,050
Coca-Cola Co.	52,000	852,742	3,724,500
Crown Zellerbach Corp.	32,000	1,551,267	1,704,000
Deere & Co.	26,000	938,880	1,391,000
Eastman Kodak Co.	85,140	1,747,538	6,875,055
Federated Department Stores Inc.	29,000	1,085,747	1,152,750
Ford Motor Co.	72,600	2,722,629	4,138,200
General Electric Co.	55,000	2,807,132	4,688,750
General Motors Corp.	149,733	6,335,975	12,427,839
General Telephone & Electronics	33,682	1,316,149	1,385,172
Gillette Co.	45,400	1,917,485	2,559,425
Goodrich Co., B. F.	59,250	1,637,304	2,555,156
Goodyear Tire & Rubber Co.	38,950	718,756	2,268,838
Grant Co., W. T.	114,000	1,801,907	4,560,000
Gulf Oil Corp.	53,174	819,705	4,400,149
International Business Machines Corp.	46,086	6,159,617	15,438,810
International Nickel Co. of Canada, Ltd.	87,500	1,872,922	3,314,063
International Paper Co.	98,000	3,338,287	3,528,000
Kearney & Trecker Corp.	28,000	1,046,425	700,000
Kennecott Copper Corp.	140,500	3,794,047	6,094,188
Louisiana Land & Exploration Co.	76,000	859,955	5,272,500
Marine Midland Corp.	35,000	1,009,402	1,430,625
Mobil Oil Co., Inc.	68,000	1,098,265	4,003,500
Northwest Bancorporation	14,850	360,771	1,009,800
Pacific Gas & Electric Co.	90,000	1,247,996	3,127,500
Panhandle Eastern Pipe Line Co.	77,286	806,147	2,965,850
Penn Central	51,000	2,866,952	3,550,875
Perkin Elmer Corp.	25,000	990,998	1,240,625
Phelps Dodge Corp.	59,200	2,045,150	4,625,000
Procter & Gamble Co.	24,900	2,287,224	2,175,638
Public Service Electric & Gas Co.	119,400	2,573,164	3,850,650
Revere Copper & Brass, Inc.	48,000	1,102,049	1,692,000
Schering Corp.	6,400	484,728	513,600

Statement of securities held at September 30, 1968

Common Stocks	Par	Book market	Approximate amount
Scott Paper Co.	75,000	\$2,156,006	\$2,353,125
Sears, Roebuck & Co.	40,800	698,655	2,815,200
Southern California Edison Co.	46,800	675,320	1,532,700
Southern Co.	40,000	745,390	1,125,000
Southwestern Public Service Co.	100,000	686,997	1,337,500
Standard Oil Co. (New Jersey)	68,600	1,387,010	5,333,650
Sunstrand Corp.	16,600	1,146,601	1,228,400
Texaco, Inc.	62,013	713,423	5,201,340
Texas Utilities Co.	20,000	379,515	1,080,000
Time Incorporated	51,600	1,455,781	5,314,800
Travelers Corp.	94,000	2,623,993	3,243,000
TRW Inc.	40,000	1,920,874	1,840,000
Union Electric Co.	100,000	945,363	2,225,000
U. S. Plywood-Champion Papers Inc.	45,960	682,510	3,314,865
Whirlpool Corp.	52,700	2,461,121	3,162,000
Xerox Corp.	18,800	4,800,778	5,047,800
Totals, Common Stocks		<u>\$101,407,531</u>	<u>\$200,467,714</u>

Carnegie Corporation of New York
Schedule B
Comparative statement of
administrative expenses

	Year ended September 30 1968	1967
Salaries	\$563,095	\$487,760
Employee benefits	130,713	140,375
Rent	117,015	76,395
Less: Sublease rent and income from prior lease	(11,582)	—
Annual and quarterly reports	64,401	57,586
Travel	38,820	36,745
Conferences and consultations	35,476	30,787
Telephone, telegraph, and postage	29,218	25,875
Professional services	28,447	17,968
Office equipment and maintenance	23,757	18,377
Duplicating services	21,877	13,137
Office supplies and expenses	17,412	15,971
Consultants' office—Washington	9,028	—
Pensions	5,918	5,918
Periodicals, publications, and subscriptions	4,800	4,550
Trustee expenses	1,379	2,992
Miscellaneous	1,579	4,368
	<u>\$1,081,353</u>	<u>\$938,804</u>
Moving expenses, including furniture, fixtures, and professional fees	148,864	7,151
Supplementary annuity payments	57,425	—
	<u>\$1,287,642</u>	<u>\$945,955</u>

Carnegie Corporation of New York
Schedule C
Appropriations and payments
during the year ended September 30, 1968

This schedule shows all payments made during the fiscal year 1967-68 from appropriations of that year and preceding years. Amounts in the first column marked thus () are allocations from funds made available in previous years.*

Summary of appropriations and payments

	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
For purposes in United States	\$11,417,938	\$13,056,993	\$12,574,137	\$11,900,794
For purposes in Commonwealth	707,139	1,007,966	923,191	791,914
	<u>\$12,125,077</u>	<u>\$14,064,959</u>	<u>\$13,497,328</u>	<u>\$12,692,708</u>

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
American Academy of Arts and Sciences Support of Commission on the Year 2000 (X3250)	\$75,000		\$75,000	
American Association of Junior Colleges To improve student personnel ser- vices in junior colleges (X3183)		\$37,500	37,500	
Planning and services in the develop- ment of faculty (X3248)	100,000		50,000	\$50,000
American Council on Education Support of Overseas Liaison Com- mittee (X3172)		106,000	106,000	
American Council of Learned Societies Administrative support and fellow- ships (X3195)		510,000	140,000	370,000
To plan and develop comparative Communist studies (B3304)		212,500	86,000	126,500
American Political Science Association Study of Congressional organization (X3261)	36,100		36,100	
American Society for International Law Studies of international law and civil wars (X3170)		9,500	9,500	
Anti-Defamation League of B'nai B'rith To produce preschool teacher-train- ing films (X3243)	15,000		15,000	

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
Aspira, Inc.				
Conference on the education of Puerto Ricans (X3243)	\$1,150*		\$15,000	
To organize branches in other cities (X3283)	13,850 }			
	20,500		20,500	
Association of American Law Schools Special projects (B3168)		\$30,000	30,000	
Association of American Universities Expenses of delegates to 10th Com- monwealth Universities' Congress in Australia (X3224)		60,000	60,000	
Association of the Bar of the City of New York Completion of a study of modern surveillance technology (X3122)		5,000		\$5,000
Berkeley Unified School District (California) Teacher training and curriculum de- velopment in the arts (X3298)	68,000		68,000	
Boston University Support of Center for the Study of Liberal Education for Adults (B3203)		10,000	6751 9,325	
Brookings Institution Study of income maintenance pro- grams and policy (X3233)		24,000	24,000	
Bucknell University Curriculum experimentation (X3231)		119,660	72,250	47,410
California Institute of Technology Research on information processing in living nervous systems (X3234)		150,000	50,000	100,000
California, University of, Berkeley To increase minority group enroll- ment in the School of Social Wel- fare (B3352)	258,000		65,200	192,800
California, University of, Irvine To develop self-instructional pro- cedures (X3319)		168,000	96,000	72,000
California, University of, Santa Cruz To develop an undergraduate pro- gram in the arts (X3247)	100,000		100,000	
Carnegie Endowment for International Peace Visiting research scholars (X3084)		25,000	25,000	
Carnegie Foundation for the Advance- ment of Teaching (The) Study of the future structure and financing of higher education (B3303, X3229, B3360)	1,160,000	816,295	823,278	1,153,017
Carnegie Institution of Washington Fellowships in the natural sciences (B3356)	400,000		80,000	320,000

¹ Written off; included in total payments.

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
Carnegie-Mellon University				
Program in history in cooperation with Negro colleges (B3276)		\$137,000	\$82,000	\$55,000
Initial support of Carnegie Education Center (B3292)		800,000	200,000	600,000
Case Western Reserve University				
Experiments in medical education (B3329)	\$259,000		91,000	168,000
Center for Advanced Study in the Be- havioral Sciences				
Support (B3262)		400,000	50,000	350,000
Center for Applied Linguistics				
To improve the teaching of English to disadvantaged Negro children (B3293)		270,000	160,000	110,000
Central States College Association				
Experiment in teaching philosophy in high schools (X3245)	250,000		85,000	165,000
Chicago, University of				
Support of program of Committee for Comparative Study of New Na- tions (X3067)		120,000	40,000	80,000
Training of university extension ad- ministrators (B3240)		25,000		25,000
Children's Television Workshop				
Support (B3363)	1,000,000		100,000	900,000
Christian Action Ministry Academy				
Support (B3363)	80,000		55,000	25,000
Cincinnati Montessori Society				
Experimental follow-through pro- gram (X3249)	29,000		29,000	
Citizens Conference on State Legisla- tures				
Research and education on state legislatures (B3342)	300,000		180,000	120,000
Claremont Graduate School and Uni- versity Center				
Support of Center for Continuing Education (X3138)		10,000	10,000	
Enrichment program for secondary school students (X3317)		50,000	50,000	
College Entrance Examination Board				
National system of college level ex- aminations (B3273)		1,097,000	445,000	652,000
Colorado, University of, Medical Center				
To develop a pediatric associate training program (B3331)	59,400		59,400	
Columbia University				
To train journalists with a specialized knowledge of East Asia (B3296)		170,000	90,000	80,000
Comparative study of Communist elites (B3322)		213,800	124,200	89,600
Carnegie Corporation oral history project (X3243)	15,000*		15,000	
School of Social Work, leadership training program (X3282)	34,000		34,000	
Committee on Assessing the Progress of Education				
To develop a national educational assessment (X3196)		168,677	165,850	2,827

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
Committee for Economic Development Program on improvement of govern- mental management (X2989)		\$79,000	\$79,000	
Cornell University Initial support of University Center for Research in Education (B3340)	\$319,000		258,000	\$61,000
Research and graduate training on China and Southeast Asia (X3256)	258,000		98,000	160,000
Corporation for Public Broadcasting Support (X3278)	1,000,000		1,000,000	
Council on Foundations, Inc. Support (X3235)		90,000	20,000	70,000
Council for Philosophical Studies Administrative expenses and summer institutes (X3246)	250,000		85,000	165,000
Council of State Governments Study for the National Governors' Conference (X3243)	9,700		9,700	
Dartmouth College Experiment in using computers in teaching the social sciences (X3288)	51,500		51,500	
Denver Health Research Foundation, Inc. Study of information requirements in Denver Neighborhood Health Pro- gram (X3270)	140,000		140,000	
Denver, University of Interuniversity program in interna- tional relations (X3005)		16,000	16,000	
D. S. W. Incorporated Study of the Negro intellectual in America today (X3280)	25,000		25,000	
Duke University Support of program in community health services (B3351)	200,000		40,000	160,000
Eastern Educational Network Special television programs (B3339)	250,000		250,000	
Editorial Projects for Education News digest for higher education ad- ministrators (X3230)		40,000	40,000	
Education Development Center Support (B3333)	250,000		125,000	125,000
Nationwide television series for schools (X3243)	15,000		15,000	
Education and World Affairs General support (B3315)		500,000	100,000	400,000
Support of Universities Service Center in Hong Kong (X3255)	130,000		60,000	70,000
Support of Overseas Educational Ser- vice (X3277)	100,000		100,000	
Educational Testing Service To develop assessment and instruc- tional materials for young children (B3275)		40,770	40,770	
Computer-assisted guidance system for junior colleges (B3361)	372,000		69,840	302,160
George Peabody College for Teachers Research and training in school- related learning (X3013)		48,000		48,000

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
Georgia, University of To develop the graduate program in art (X3145)		\$190,000	\$75,000	\$115,000
Great Lakes College Association Faculty projects and seminars in the arts and humanities (X3157)		60,000	60,000	
Hampshire College To develop student life program (B3341)	\$277,000		92,333	184,667
Harvard University Research on thought processes (B3233)		100,000	50,000	50,000
Studies of political systems in rela- tion to social change (X3148)		115,000	60,000	55,000
Research on political and social de- velopment (X3193)		10,000	10,000	
Research and training in human de- velopment in collaboration with University College, Nairobi, Kenya (X3208) (see also pages 90 and 91)		115,443	62,837	52,606
Research and writing on the relation- ship between economics and aesthe- tics (X3321)		40,000	10,000	30,000
Studies of higher education (X3322)		20,000		20,000
To complete an analysis of the U.S. Office of Education report, <i>Equality of Educational Opportunity</i> (X3251)	38,000		38,000	
Illinois, University of Graduate program in philosophy at the Chicago campus (X3124)		12,000		12,000
Experimental preschool reading pro- gram (X3158)		82,000	52,500	29,500
Program in preschool education (X3276)	72,000		72,000	
Indiana University To develop the graduate program in art (B3288)		150,000	50,000	100,000
Institute for Advanced Study Program in the comparative study of societies (B3321)		250,000	83,334	166,666
Institute for Policy Studies Research and writing on the limits of formal education (X3223)		17,000	17,000	
Johns Hopkins University Conferences of British and American legislators (X3186, X3243)	9,000*	12,825	21,825	
Kansas, University of To organize small "colleges" for freshmen and sophomores (X3169)		116,840	116,840	
Kirkland College Curricular development (B3313)		50,000	50,000	
Learning Institute of North Carolina Demonstration program in cooper- ating public schools (X3274)	83,000		43,000	40,000
Learning To Learn School, Inc. Research on and development of a preschool curriculum (X3258)	51,690		51,690	

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
Legal Aid Society				
Support of Community Law Offices (X3285)	\$70,000			\$70,000
Massachusetts, University of				
To prepare for publication the letters of Edmund Burke (X3263)	21,000		\$11,000	10,000
Metropolitan Council for Educational Opportunity				
Administrative expenses of a co- operative program between Boston and suburban schools (X3275)	115,000		75,000	40,000
Michigan, University of				
Study of innovation and change in state government (X3243)	8,625*		8,625	
Interuniversity program of research on residually-based undergrad- uate colleges (X3262)	46,075		46,075	
Minneapolis Public Schools				
Experimental program in teacher education (X3313)		\$47,850	23,925	23,925
Minnesota, University of				
Support of the Minnesota Center for Philosophy of Science (X3168)		68,000	68,000	
Modern Language Association of America				
Study of English in junior colleges (X3272)	58,700		58,700	
National Academy of Education				
Support (B3261)		17,500	17,500	
National Affairs, Inc.				
Appraisals of social issues to be pub- lished in <i>The Public Interest</i> (X3185)		20,000	10,000	10,000
National Archives Trust Fund				
John F. Kennedy Library oral history project (X3077)		65,000	65,000	
National Association for the Advance- ment of Colored People (Special Contribution Fund)				
Support of its program in education (B3344)	200,000		63,525	136,475
National Association of State Universi- ties and Land Grant Colleges				
Study of the state university in public affairs (B3289)		100,000	50,000	50,000
National Board of Medical Examiners				
Research on the measurement of medical competence (B3330)	200,000		65,500	134,500
National Bureau of Economic Research				
Research on the economics of educa- tion (B3265)		80,000	80,000	
National Citizens Committee for Broad- casting				
Support (X3279)	150,000		150,000	
National Committee Against Discrimi- nation in Housing				
To plan jointly with the Regional Plan Association a study of housing and other factors related to em- ployment opportunities (B3364)	75,000		75,000	

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
National Council of Teachers of English Exploratory study of the teaching of the native language and litera- ture in selected foreign countries (X3243)	\$8,300		\$8,300	
National Education Association Newsletter on teaching the academi- cally talented (X3164)		\$26,500	26,500	
National Indian Youth Council Study of education of American In- dians (X3241)		95,000	95,000	
National Information Bureau Support (X3243)	6,250*		6,250	
National Municipal League Research and publication on state constitutional conventions, in col- laboration with Brown University (B3301)		150,000	75,250	\$74,750
National Opinion Research Center Study of the politics of northern school desegregation (B3323)		246,000	246,000	
National Scholarship Service and Fund for Negro Students Expansion of counseling and referral services (B3268)		50,000	50,000	
National Urban League, Inc. Graduate fellowship program (X3218)		200,000	100,000	100,000
Neighborhood Medical Care Demon- stration (New York City) Study of medical beliefs and practices in the South Bronx (X3271)	149,750		81,190	68,560
New York City, Board of Education Assistance in development of plan for a community school district system (X3243)	15,000		15,000	
New York College Bound Corporation Administrative support (X3259)	100,000		50,000	50,000
New York University Interinstitutional program of profes- sional education for women (X3152)		69,600	69,600	
Fellowships for Negroes in the School of Law (B3353)	150,000		45,000	105,000
New York, University of the State of Program of independent study of neglected languages (B3279)		60,000	45,000	15,000
New York Urban Coalition Inc. Initial expenses (B3336)	50,000		50,000	
New York Urban League Support of Harlem Preparatory School (B3335)	300,000		220,000	80,000
Newberry Library Research seminars in collaboration with the Associated Colleges of the Midwest (B3202)		60,200	60,200	
North Carolina State Board of Higher Education Computer orientation project (B3295)		81,400	81,400	

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
North Carolina, University of Institute on State Programming for the 70's (B3300)		\$185,000	\$100,000	\$85,000
To plan an international study of early childhood programs (X3289)	\$37,360		37,360	
North East Neighborhood Association (New York City)				
To plan a community health center (X3243)	15,000		15,000	
Northwestern University To develop and evaluate a new pro- gram for teacher education (X3160)		134,700	46,900	87,800
Notre Dame, University of Summer institutes for teachers of philosophy from Catholic colleges (X3214)		120,000	60,000	60,000
Pennsylvania, University of Study of university communications (X3243)	15,000		15,000	
Phillips Academy (Andover) Support of program in teaching sen- sory perception (X3243)	15,000		15,000	
Pittsburgh, University of Fellowships for mature women in the Graduate School of Public and In- ternational Affairs (B3287)		184,000	46,000	138,000
Interinstitutional program in com- parative Communist studies (B3305)		182,000	89,000	93,000
Princeton University Study of social and psychological fac- tors in fertility by Office of Popula- tion Research (B3145)		22,500	22,500	
Support of the study of coeducation (X3243)	15,000		15,000	
Public Executive Development and Re- search Corporation Community leadership training semi- nar (X3281)	29,050		29,050	
Queens College Assistance to the Governing Board of the I.S. 201 Complex in meeting its administrative costs (X3243)	14,200		14,200	
Radcliffe College Fellowships at the Radcliffe Institute (B3255)		50,000	25,000	25,000
Rhode Island Special Commission to Study the Entire Field of Education Study of implications of state aid for nonpublic elementary and second- ary schools in Rhode Island (X3243)	15,000		15,000	
Rutgers—The State University Seminars for state legislators con- ducted by the Eagleton Institute of Politics (B3266, X3260)	260,000	40,000	90,000	210,000
St. John's College Summer program for high school teachers (B3281)		116,150	51,850	64,300

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
San Francisco State College Support of Center for Educational In- novation (X3287)	\$50,000		\$50,000	
San Gabriel Valley Municipal Data System To develop a central computer system (B3354)	210,000		60,000	\$150,000
Social Science Research Council Administrative expenses (B3184)		\$70,000	70,000	
Fellowships and grants-in-aid (B3185)		105,000	105,000	
Research seminars and conferences on modern Chinese society (X3068)		30,000	20,000	10,000
Southern Association of Colleges and Schools To aid Negro colleges in conducting self-studies for accreditation (B3308)		280,000	70,000	210,000
Southern California, University of Chinese and Japanese language pro- gram for high schools (X3162)		11,000	11,000	
Study of formal voluntary organiza- tions in Massachusetts (X3243)	13,975*		13,975	
Southern Regional Education Board Support of Commission on Higher Educational Opportunity in the South (X3146)		180,000	60,000	120,000
Study of the role of public junior colleges in meeting the needs of Negro students (B3362)	250,000		95,000	155,000
Stanford University Study of participation in American political life (X3181)		80,000	80,000	
Syracuse University Research and training in social psy- chology in collaboration with Ma- kerere University College (B3306) (see also page 90)		76,613	38,387	38,226
System Development Corporation Research on collection of information in health centers (B3332)	70,000		70,000	
Teachers College, Columbia University Research on the history of American education (B3227)		136,000	30,000	106,000
Tufts University To plan a family life and continuing education center at Jackson College (X3243)	15,000		15,000	
United Scholarship Service, Inc. Graduate counseling and fellowship program for Indian and Spanish Americans (B3316)		100,000	50,000	50,000
United States Student Press Association Seminars on issues in higher educa- tion (X3184)		40,000	40,000	
Washington University Research on achievement motivation in culturally deprived children (B3294)		87,000	43,000	44,000

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
Webster College To establish Webster Institute of Mathematics and Science (B3221)		\$70,000	\$40,000	\$30,000
Whitney Museum of American Art Educational program sponsored jointly by the Museum and the Smithsonian Institution (B3309)		100,000	50,000	50,000
Williams College To develop residential house plan (B3236)		52,000	26,000	26,000
Wisconsin, University of Research and training in history of tropical countries (X3083)		104,000		104,000
Xavier University (Cincinnati) Montessori teacher-training program (B3325)		113,000	56,500	56,500
Yale University Experimental five-year B. A. program (B3234)		164,000	82,000	82,000
Research on learning (X3320)		51,000	17,000	34,000
Summer program in cooperation with Harvard and Columbia Universi- ties for potential graduate students from Negro colleges (B3317)		200,000	200,000	
Research and writing on the philos- ophy of sport (X3243)	\$8,000*		8,000	
Youth Opportunities Foundation Administrative support and scholar- ships for Mexican American stu- dents (B3334)	100,000		50,000	50,000
Ypsilanti Public Schools Home teaching preschool program (X3257)	138,563		57,163	81,400
Studies and Programs Administered by the Officers Cooperation with the New York Ur- ban Coalition Inc. (B3346)	50,000		21,106	28,894
Dissemination of results of Corpora- tion grants (X3242)		93,892	23,719	70,173
Distribution of American art teach- ing materials (X3174)		110,000	60,000	50,000
Fellowships and travel grants (X3189)		107,239	5,800	101,439
Historical study of urban school sys- tems (X3243)	2,300		1,000	1,300
Meetings on health services and medi- cal education (X3179)		7,991	68	7,923
Research on government (B3194)		55,842	20,000	35,842
Research on preschool education (X3053)		1,180	1,180 ¹	
Research and writing on the chang- ing nature of American government (B3243)	45,000		30,000	15,000
Research and writing on legal aspects of poverty (X3284)	25,000		5,000	20,000
Research and writing on Philadelphia schools (X3236)		13,000	13,000	

¹ Written off; included in total payments.

Appropriations and payments—United States

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
Research and writing on school boards (X3142, X3243)	\$7,500	\$11,250	\$11,250	\$7,500
Research and writing on social theory (X3243)	13,000*		13,000	
Research to prepare courses for school teachers in computer-assisted instruction (X3243)	5,400		2,700	2,700
Studies of American education and related matters (X3206, X3243)	15,000	36,518	45,000	6,518
Study of the education of educators (B3278, X3290)	25,000	124,258	103,658	45,600
Study of independence and accountability in the contract state (B3355)	60,000		31,284	28,716
Funds made available but remaining unallocated				
Discretionary Fund (X3300)	75,000	75,000	(a)	75,000
Total appropriated or allocated	\$11,492,938			
Less: Allocated from funds voted in previous year as shown (*) above	75,000			
Totals: United States	<u>\$11,417,938(b)</u>	<u>\$13,056,993</u>	<u>\$12,574,137</u>	<u>\$11,900,794</u>

(a) \$75,000 allocated to individual institutions included in list.

(b) \$10,667,938 appropriated from current income; \$750,000, from future income.

Adjustments of appropriations

Not required: written off (listed above)	\$1,855
Refunds from grants made in previous years	
1930-31 Scholarly Publication Fund (B903, B915)	4,352
1956-57 American Historical Association (B2861)	469
1959-60 Carnegie Institute of Technology (B3005)	78
1960-61 Teachers College, Columbia University (X2888)	13,177
1961-62 Association of American Medical Colleges (B3087)	7,490
1962-63 American Council on Education (X2991)	1,400
1962-63 Syracuse University (B3153)	14,430
1963-64 National Association of Secondary School Principals (X2999)	5,094
1963-64 National Opinion Research Center (X2999)	670
1963-64 State of New York, University of the (X3177)	19,269
1964-65 Harvard University (X3070)	2,773
1964-65 Hawaii, University of (X3072)	457
1964-65 Illinois, University of (X3053)	3,730
1964-65 Johns Hopkins University (X3091)	4,277
1964-65 National Commission on Accrediting (X3053)	605
1965-66 Educational Services Incorporated (X3122)	4,602
1965-66 National Council of Teachers of English (X3137)	8,306
1965-66 Rockefeller University (B3280)	51,000
1965-66 Washington, University of (X3165)	1,458
1966-67 Council on Foreign Relations, Inc. (X3179)	2,184
1966-67 Vassar College (B3312)	87,724
	<u>\$235,400</u>

Appropriations and payments—Commonwealth

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
African-American Institute				
Travel in the United States and Canada by scholars and administrators from Africa (X3254)	\$30,000		\$30,000	
Special African fellowship for advanced study in education (X3244)	12,785* 2,215 }		15,000	
Association of Commonwealth Universities				
Travel expenses of delegates from Africa to 10th Commonwealth Universities' Congress in Australia (B3345)	27,000		27,000	
Botswana, Lesotho, and Swaziland, University of				
Teacher-training activities (B3249)		\$22,960	22,960	
Education posts in Botswana and Swaziland (X3228)		25,000	25,000	
Committee of Vice-Chancellors (Nigeria)				
Support of a secretariat (X3011)		57,000	20,000	\$37,000
Editorial Projects for Education				
Subscriptions to <i>The Chronicle of Higher Education</i> for selected Commonwealth universities (X3244)	2,924		2,924	
Education and World Affairs				
Overseas Educational Service, additional costs of appointing Americans to education faculties at African universities (X3108, X3252)	40,000	45,000	15,000	70,000
Guyana, University of				
Travel fund for academic consultations (X3180)		5,000	5,000	
Support of a center for educational development (B3357)	135,000		35,000	100,000
Harvard University				
Research and training in human development in collaboration with University College, Nairobi, Kenya (X3208) (see also page 83)		27,857	15,163	12,694
Ife, University of				
Support of Institute of Education (X3291)	160,000		70,000	90,000
Makerere University College				
Support of National Institute of Education (X3226)		170,000	144,000	26,000
Research and training in social psychology in collaboration with Syracuse University (B3307) (see also page 87)		47,400	23,700	23,700
Northwestern University				
Travel expenses of African participants in conference on African research (X3244)	12,215*		12,215	
Syracuse University				
Research and training in social psychology in collaboration with Makerere University College (B3306) (see also page 87)		41,637	20,863	20,774

Appropriations and payments—Commonwealth

Recipient and/or Purpose	Appropriated or allocated during 1967-68	Balance from previous appropriations	Paid during 1967-68	Unpaid balance carried forward
Teachers College, Columbia University Afro - Anglo - American program in teacher education (B3290)		\$135,000	\$135,000	
University College, Dar es Salaam Support of Institute of Education (X3310, X3227)		41,266	20,633	\$20,633
University College, Nairobi Development of education library (X3248)		25,000		25,000
Support of Institute of Adult Studies (X3173)		42,000	28,000	14,000
Research and training in human de- velopment in collaboration with Harvard University (X3209) (see also page 83)		56,600	28,300	28,300
Support of an education center (B3358)	\$150,000			150,000
University Provisional Council, Zambia Additional costs of appointment of American staff (X3107)		14,000	20,000	24,000
West Indies, University of the Experiment in reorganizing primary school teaching (X3211)		58,000	28,000	30,000
Studies and Programs Administered by the Officers				
Travel grants: 80 allocations (X3132, X3190, X3253)	22,064* 121,994	139,246	179,433	81,807
Funds Made Available but Remaining Unallocated				
Discretionary Fund (X3301)	25,000	25,000	(a)	25,000
Travel grants (X3253)	13,006			13,006
Total appropriated or allocated	\$754,203			
Less: Allocated from funds voted in previous year as shown (*) above	47,064			
Totals: Commonwealth	\$707,139	\$1,007,966	\$923,191	\$791,914

(a) \$25,000 allocated to individual institutions included in list.

Adjustments of appropriations

Refunds from grants made in previous years	
1954-55 Rhodesia and Nyasaland, University College of (X2588)	\$7,448
1963-64 Rhodesia, University College of (X3000)	36
	<u>\$7,484</u>

The Carnegie philanthropies

Andrew Carnegie set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

He set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, to lessen some of the economic hazards of this profession. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, he created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement of diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares Carnegie Corporation's offices and has the same corporate officers.

Designed by Charles Curtis

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